

# College and Research Libraries

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Association of College and Reference Libraries

# Association of College and Reference Libraries

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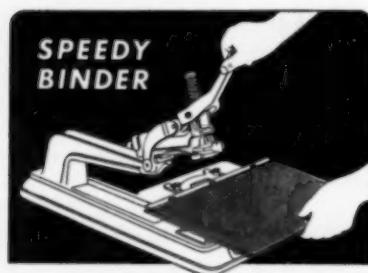
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# College and Research Libraries

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July, 1951

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By ROBERT FINLEY DELANEY

## The Administration of Intelligence Archives

*Mr. Delaney is director of the Research Center of the Naval Intelligence School and instructor in intelligence research and analysis.*

WORLD War II and its aftermath have resulted in the vast and continuing expansion of strategic intelligence services within both the civil and the military components of our federal government. Since an understanding of the term "strategic intelligence" is fundamental to any discussion of the organization of intelligence archives, a definition should be given at the outset. In its simplest terms, strategic intelligence is that knowledge which our top civilian and military planners must have in order to safeguard our national security. A strategic intelligence service, therefore, is the organization responsible for providing that knowledge.

From this definition it is apparent that a conception of intelligence service in terms of secret codes and beautiful lady spies, however intriguing, is overly simplified. The technology and sociology of the present-day world are such that continuous accurate evaluations of advances, attitudes and policies of all nations—potential foes and friends alike—are vital to the formulation of our own foreign policies and our military preparedness for defense. Without an adequate and efficient intelligence organization geared to furnish these evaluations, the United States might well face political or military defeat—or both. Neither the codes nor the feminine spies,

however accomplished, are equal to so great a task. Hence, although the need for secrecy and security is still paramount, the operation of a modern intelligence agency is no longer so romantic as it has been pictured in fiction and the motion picture. It is, in fact, organized and operated along the same or similar lines as any other governmental administrative agency. With what is fundamentally a research job to do, the intelligence service requires an effective organization of an expert staff to produce those orderly, factual and analytic reports needed by our policy makers in their efforts to choose those courses of action best calculated to insure the preservation of world peace and develop that kind of international harmony and accord essential to the preservation of our civilization and its ideals.

This paper is concerned with the research center of an intelligence organization, a key service section in an organization responsible for the activities outlined above. In some respects, the research center defies description for no matter how the duties of a center are defined, there are infinite ramifications to the use of the tools and materials housed therein. It may be said in general that an intelligence research center combines the features of a library, archives, laboratory and study. Its primary functions include collecting, processing, housing and servicing the accumulated information which forms the primary source material for finished intelligence. In addition, it must provide space for intelligence specialists to

collate, digest and write up the results of their research. Its operations must be geared to provide maximum service and assistance to the intelligence staff, and all of its activities and efforts must be unified and directed toward that end.

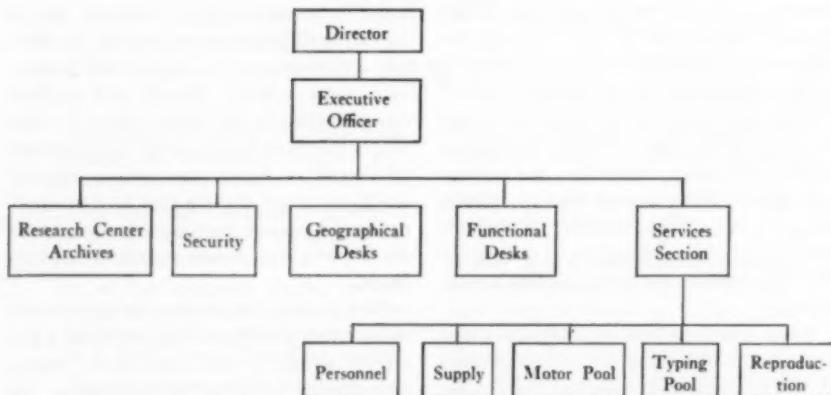
A sound and workable organization is basic to the unified and efficient operation necessary. Chart A presents in graphic form the bare outline of an intelligence agency. Chart B shows schematically the outline of a research center and archives

agency. The six divisions of the research center and archives might be constituted as follows:

*Incoming Division:* This unit handles incoming and outgoing mail; arranges for routing and proper distribution of material; assigns security classifications to material whenever needed.

*Ordering Division:* The order unit is responsible for selecting and acquiring through purchase, requisition, etc., the materials required for the center's activities,

Chart A  
Intelligence Agency



within the agency. Proper subdivision of duties within the research center are essential to its smooth operation and effectiveness. The suggested breakdown includes six divisions, each with its own division chief and all directly responsible to the director of the research center and his executive officer. The chief (director) in turn would rank equally with the department heads of the other units within the

including intelligence reports, periodicals, newspapers, ephemeral materials, texts, etc. The division also maintains appropriate order and accession records and works in close cooperation with the agency's fiscal officer in allocating and controlling expenditures.

*Technical Processes Division:* Effective operation of the center depends in large measure upon the abilities of this group to

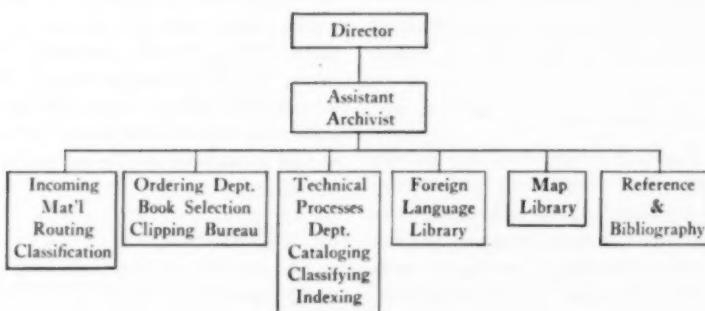
classify, catalog, arrange and prepare materials for use. A suitable standardized cataloging code rigidly applied but flexible enough to take care of the wide variety of materials coming into the center is essential. An added problem of this division is the development of a suitable intelligence classification scheme which will bring both classified and unclassified materials into workable relationships.

*Foreign Language Library:* Since foreign languages introduce a difficult problem into intelligence service, special arrangements

Divisions, however.

*Map Library:* The need for and the use of maps and charts in an intelligence organization is very great. In addition to standard maps of the world's regions, the center must make available newly charted and special maps (e.g. physical or administrative maps) for which there is heavy demand. Proper maintenance of a constantly changing collection involves a special classification scheme, adequate and appropriately designed storage space, special problems of acquisition, and an orderly replacement schedule for used

Chart B  
Research Center and Archives



must be made to accommodate the language and area specialists who deal mainly in original research, translation and in the teaching of foreign languages. This problem can be most effectively solved through the establishment of a separate language library which will include both the personnel and collections necessary to spot promptly and evaluate the latest developments in foreign periodicals, news and reporting activities. Acquisition and processing activities for the language library will be centralized in the center's Order and Catalog

maps. The special problems presented by a sizeable and heavily used map collection suggest the need for a separate division.

*Reference and Bibliographic Service:* The most evident result of efficient library service is the effectiveness of a research center's reference and bibliographic services. A great deal of emphasis should be placed on "getting answers." Otherwise, the mission of the center will not be fulfilled completely. Reference service demands top-notch performance, so adequate provision must be made for specialists who

understand the mission of the organization and understand the technique of reference practice. Such service is provided most effectively by a separate reference division as the practice of most libraries indicates.

The administrative problems of an intelligence archives and research center fall into four groups, each of which is discussed below. These groups are (1) line-staff relationships; (2) fiscal considerations; (3) span of control; and (4) personnel.

In order to avoid confusion in the usage of terms, the following definitions are set forth:

*Research Center:* The department in which the various processes relative to book-collecting, processing, servicing and research are carried on.

*Archives:* That part of the research center which administers and services those classified documents which must be set apart and handled under strict security regulations.

#### *Line-Staff Relationships*

The line-staff relationships are particularly interesting in the case of a service such as a research center offers. Internal administration demands authority of a line nature where specialists (catalogers, translators, etc.) and administrators are grouped together in one functional unit. Actually the director of each activity must wear two hats, in that he exercises the power of a line officer within his own organization at the same moment that he serves in an advisory staff capacity to his superiors in the hierarchy of command. For the most part, the director's subordinates are people who perform service functions almost entirely. Any problem of line administration is either settled by recourse to codified regulations or ultimate reference to the director's office.

#### *Fiscal Considerations*

Budgetary problems haunt any organiza-

tion today. They are by no means unique. Both private and governmental agencies must give serious thought to the amount of money available and how it is to be apportioned. Discussion here will be confined not to the regular outline of fiscal structure, but rather to those problems of budget which stem from the nature of intelligence work. There are two major ones: sufficient freedom of use for the funds allocated to the research center, and the establishment of necessary clandestine "cover" funds. Freedom of fiscal disbursement and "cover" funds go hand in hand. If restrictions are placed on book funds, on the type of material to be purchased, or on maximum figures above which purchase is forbidden, the research mission of the agency is hampered in that research may be reduced to a reliance on secondary sources, some possibly inferior or inadequate. "Cover" funds are essential for procuring materials through neutral or innocent sources when it is desirable to prevent public (or private) knowledge of the kind or type of material the agency is desirous of obtaining.

#### *Span of Control*

The internal administration of a high-tension research center demands a clear-cut span of control and a hierarchy of command. To burden the director with minor and mechanical problems involves him hopelessly in petty detail and interferes with his planning and directing of the whole activity. However, he must be sufficiently familiar with detail so that he may exercise his lineal authority intelligently and effectively. Experience has determined that a system of division chiefs best supervises the details of service and technique within their divisions. It is assumed that a suitable staff manual will have been prepared for their guidance. Information needed by the director or problems which he must settle

are funneled from each division to his administrative assistant and finally, if necessary, to him. Thus a direct line of communications up and down the ladder is maintained and access to the director is provided for when necessary.

#### *Personnel*

No organization can function without good people. The problem of obtaining and training suitable personnel is, therefore, a vital one in the efficient operation of a research center. In an intelligence agency personnel is customarily handled for the entire agency, including the research center, by a services section. (See Chart A) Close liaison between the personnel officer and the director of the research center is, therefore, of major importance. Ideally, the director will establish the standards for hiring librarians, specialists and other needed help.

The director of an intelligence research center should be a combination of professional librarian, experienced intelligence specialist and trained administrator. Without these qualifications he will be handicapped in understanding the mission of his organization and relating its operations and techniques to those of the intelligence agency. Ideally, the division chiefs should have similar qualifications, but such combinations of experience are rare indeed. Therefore, carefully devised job descriptions, which describe duties and responsibilities accurately and emphasize the function to be performed, are necessary in establishing and filling positions. For example, it will be more desirable for the center to employ an experienced cataloger with no or limited experience in intelligence work than an intelligence officer with knowledge of cataloging. Considered opinion stemming from the lessons of nine years of strategic intelligence operations points out that in matters of personnel a

compromise must be accepted. Ideally-trained people are difficult or even impossible to find; instead, area specialists, librarians, intelligence officers, etc. must be employed and molded and trained into an ordered, workable staff. When such distinct professional groups are banded together to accomplish a specific goal, personal and professional rivalries must be subordinated to the common effort if the center is to operate smoothly and efficiently. This requires skilled personnel administration by the director, for legislation or rule-making can aid in eliminating the rivalries and the problems. In the final analysis, the personality and professional ability of the director will determine how successful this mixed marriage will be.

Some of the more pressing problems of an intelligence archives deserve particular attention. Although no dogmatic solution can be offered, some of the ways in which these problems have been solved will be indicated.

#### *Security*

Perhaps the most constant and ever restricting problem confronted in a research center is that of security. The nature of any intelligence operation demands that the secrecy of many projects and activities be insured. But, security, which involves loyalty checks of staff members and constant vigilance over the custody, use and location of classified material, works restrictively against the free flow of information and data in and out of the research center. There is no alternative; responsibility placed must be accepted and upheld. However, classified materials are loaned to people who have been cleared for intelligence work (and it is assumed analysts and researchers, and even the janitors, are "good security risks") on the basis of signed custody receipts which transfer the responsibility for protection from the research center

to the interested staff member. This method is essentially the same as a public library charging system.

#### *Maps*

Maps are an increasing source of difficulty. For some unknown reason, intelligence workers treat maps carelessly. To be sure, they use quantities of them at all times, but they do not treat a chart or a map with the same care as a book or a periodical. When research men have completed a project or finished with the maps, they usually mutilate them, destroy them, forget them, or simply ignore them. Naturally this cavalier treatment of maps brings the analysts into open conflict with the library, and the library with various governmental mapping agencies, all of which are interested in eliminating waste. Unquestionably a certain amount of overlay work and grease-pencil work is necessary on maps used for research. But with the map supply short and the demand high, it is necessary to prescribe rigid rules governing expendable use of maps, to establish good liaison relationships which make possible the procurement of both old and new well in advance of deadline dates, and to build reference collection of maps—complete, current, carefully selected to meet the average needs of the staff. Maps in this collection are classified and cataloged and loaned like material in the center subject, of course, to security classification and the needs of other workers.

#### *Publicity*

The intelligence archives handles thousands of documents each week. They must be accessioned, routed, called to the attention of interested parties and filed for future use. Naturally, routing must be done selectively for it is impossible to distribute several hundred documents per day. To

offset some of this selection, the center endeavors to publicize more of its acquisitions. This publicity may be of several kinds: indexes, abstracts, annotated bibliographies, departmental records or reading "logs." In these ways the center makes available a summary of the most important and valuable archival acquisitions during a given period. Such publicized notices presuppose an intimate knowledge of the major projects and long-term goals of the research and language staffs. Through these devices highlighted materials are made known to the people who must know about them or use them.

#### *Subject Analysis*

One of the inherent difficulties in operating an intelligence organization results from the division of work between units organized along geographical lines and those organized on functional lines. Briefly, an organization of intelligence activities is confounded by the lack of agreement on whether world coverage of information should be divided by geographical area or by subject, e.g. should sociologists, economists, etc. be responsible for intelligence on all of the world's sociological problems without regard for geographic boundaries, or should units responsible for intelligence on given world areas maintain a sociological or economic section. Both systems have been tried, separately and simultaneously, and no attempted recommendations will be suggested here. But as opinions and systems change, the research center must continue to function. These two organizational patterns affect directly the policy which the center must adopt in its subject analysis of materials. Shall a subject be divided geographically or a country by subject? Since no final answer can be given, subject headings must be chosen which will be flexible enough to handle intelligence

either geographically or by subject. A parallel problem exists in classification, particularly for the archival (i.e. secret) material. Ordinarily, the regular book collection can be organized according to some existing classification scheme. However, restricted material intended solely for intelligence use cannot be processed according to regular methods. A system which will provide adequate cross indexing and referencing but which is flexible enough to stand up under great expansion is necessary. There is ample room here for the application of new ideas and techniques. Ultimately such ideas may aid in the development of general library service since they question and re-evaluate traditional library habits and techniques.

#### *Reproduction*

Reproduction and graphics, two considerations which deserve mention, are outside the scope of research center administration in a typical intelligence agency organization. Since much of the center's work is distributed and posted, agreements must be made to insure the prompt completion of displays, publicity and printing assignments. This is a matter of some administrative concern when reproduction facilities are not available. Hence, careful planning and advance preparation can prevent needless worry and delay.

#### *Language Library*

In order to satisfy the needs of language specialists most effectively, a separate departmental library seems to be the best solution, even though it adds administrative problems. Such a library reduces the work load on the general center and archives and places the language specialist in more immediate contact with the materials with which he works. Such special libraries come under the administration of

the research center and the library's ordering and cataloging activities are centralized in the technical processes division. This departmental arrangement is a convenient service arrangement only.

#### *Liaison*

Because a strategic intelligence acquisition program is world wide in scope, it is necessary to have overseas contacts. Such agents must not only be trustworthy, they must also be in positions to know what information to pick up and what to reject. A simple system of fiscal accounting to handle overseas acquisitions and easy communications is desirable. Effective use of American overseas representatives offers the best method of obtaining material to date. It is equally important that there be complete understanding of the research center's relations to the intelligence agency and to other government offices so that all contacts for obtaining materials and data may be exploited. Without cooperation no amount of organization can make the movement successful.

#### *Training*

The research center is, of course, directly concerned with on-the-job training for both professional and subprofessional personnel. Such training is absolutely essential when people of such varying interests, education and experience are employed in a common enterprise. No specific program is outlined here, but the need for effective on-the-job training programs cannot be too strongly emphasized.

#### *Space*

Some note should be made here of the need for adequate working and storage space. Two points must be kept in mind. Space in which classified material is stored

*(Continued on page 232)*

By JENNETTE E. HITCHCOCK and F. BERNICE FIELD

## Yale Meets Its Catalog

*Miss Field is assistant head cataloger in charge of the Serial Department, and wrote the section on the interfiling project; Miss Hitchcock is senior cataloger and research assistant, Yale University Library.*

THE Yale staff has recently worked through its public catalog from A to Z on three projects. The Yale catalog is large—four thousand trays, four million cards. Often it is felt that a large catalog is too big to change or manipulate. Sometimes immutability is enshrined as the essential quality of a large or old catalog. Yale's recent projects offer evidence that size is not an insurmountable obstacle, that changing conditions necessitate new decisions, and that systematic work on the whole catalog can be a vitalizing experience.

In 1947-48 the Catalog Department read through the public catalog and listed the subject headings. In 1948 the Serial Department interfiled the public serial catalog with the main public catalog. In 1948-49 the professional staff from various departments selected entries to be filmed for the National Union Catalog of the Library of Congress.

### SUBJECT PROJECT

#### *Evolution of the Subject File*

An official subject list was not a new idea at Yale in 1947, but in that year the idea was reshaped and translated into action.

In 1907 when Yale changed from an alphabetical-classed to a dictionary catalog, a list was made of the subject headings

then in use. This list was abandoned almost immediately because the policy of following Library of Congress headings was inaugurated. In the next two decades there was a mass conversion to Library of Congress headings while the 2" x 5" cards of the old catalog were being replaced by standard size cards and while books were being reclassified from the old numbered shelves. During this period and thereafter, the Library of Congress list was used as authority for headings although it was never systematically annotated for Yale practice. It was used in conjunction with the catalog and small desk files were built up by individuals for convenient operation in the work of their special subject fields.

This arrangement was tenable until 1930 when the library moved into a new building where the catalogers are a block away from the public catalog. In the following years there was a growing awareness not only that a complete list of headings was desirable in the Catalog Department, but also that the only way to record headings and subdivisions not enumerated in the Library of Congress list and to gather up Yale headings—remnants of pre-1907 subjects and conscious deviations from Library of Congress practice—was to read through the Yale catalog.

In 1947 simultaneous recommendations for an official subject list were made to the librarian in a report on a survey of technical processes at Yale by Wyllis E. Wright, librarian of Williams College, and in the second annual report of the new head of the Catalog Department. Work started in July, and in the following April a

subject file of some 71,500 cards was a reality.

#### *Complementary Work—Authority Cards for Official Catalog*

When the library moved into the new building, an official catalog of author entries was made<sup>1</sup> for the convenience of the processing departments. This was placed in the Catalog Department. Author entries for serials were included only if the author heading was not represented in the official catalog by another publication, since an official serial catalog was made for the Serial Department at the same time. Subject entries were not reproduced as it was considered too expensive, both in cost of dexigraphing and in space for housing; but any potential author heading (e.g., the name of a biographee not yet used as an author in the catalog) was represented by dexigraphing one of the cards under the heading.

Thereafter, whenever a new author heading was established in serial or subject work, it was recorded in the official catalog by means of a unit card from the set being made on that occasion. Authorities and references were traced on the catalog card involved. This procedure was used to build up and maintain the official catalog as the single tool for checking author headings rather than the customary authority card routine.

The system of recording, in the official catalog, subject entries that were potential author headings brought the subject file and official catalog into juxtaposition as complementary authority files. In the initial foray on reading the public catalog for the subject project, the general directive was to select all headings used as subjects except those represented in the official cata-

log. There was a little vagueness about which subject headings had gone in the official catalog as potential authors, and soon came the poignant query "What is a subject?"

The exhumed 1930 dexigraphing rules stated that expeditions, abbeys, ships, gods, streets, monuments, shrines and runic inscriptions were included in the official catalog. A little more exploration and discussion disclosed that independent judgments, lapses of memory and the intervening years had taken their toll in consistency. Superimposed on this unsettled situation was the problem of dealing with a gamut of statues, houses, manors, castles, cathedrals, theaters, railroads, canals and parks, which generally are not authors or potential authors but which in a pedantic person's imagination conceivably could be. There were also fictitious and mythological characters, animals and deities which, judged by the words in the headings (e.g., Bunyan, Paul; Bucephalus; Diana), would seem to be authors to the less literate. On the borderline of the subject side were names of families, royal houses, tribes, peoples, treaties, alliances, battles and events.

The problem of debatable subject headings resulted in two major decisions not contemplated in the recommendations for a subject file. One was to list geographical names and quasi-authors (even though actually subjects) in the official catalog. The other was to do such listing on colored card stock.

Place names used only as subjects had not been dexigraphed for the official catalog in 1930; and the listing of names of places and geographical features was a desideratum, twin to the listing of pure subjects, of the subject project as originally conceived. Consideration of geographical names and quasi-authors as a common problem made it seem more reasonable, how-

<sup>1</sup> Monrad, Anna M. "The Use of the Dexigraph in Making an Official Catalog." *Library Journal* 57:218-22, March 1932.

ever, to have all headings allied to author headings in the official catalog.

Names of families, royal houses, etc., remained the property of the subject file. The subject subdivisions of author headings also are in the subject file.

The necessity of keeping both files intact in the future by making for any new subject either a subject file card or an authority card for the official catalog introduced the idea of authority cards for author headings. In the new routine authority cards are not made for all author headings but only when it is necessary to trace references or represent in the official catalog a heading established for use as an entry in some other catalog.

The authority card routine, which came along as a natural complement to the subject file, stands as an achievement almost as desirable as the subject file itself. Its appearance illustrates the repercussion on old routines which can follow the introduction of a new routine.

#### *Coordinated Work—Place Name Editing*

The subject project provided an unexcelled opportunity to do editorial work on subdivisions under names of countries and states that had never been changed to Library of Congress form or modernized since 1907. It was obviously desirable to do such editing before the headings were copied, and the need for changes had been considered several times.

The responsibility for the work fell on the catalogers in the history and geography classes. Bulk work was done by assistants in the geography class on date subdivisions under the subdivision *Descr. & trav.* Dates specific to the content of the book were cancelled if there were less than 25 cards under the subdivision; if more, they were changed to broad period dates, usually a century, or half-century, but for some very

large files even a quarter-century.

Similarly, dates specific to the content of the book which had been used under the subdivisions *For. rel.*, *Hist.*, *Military hist.*, *Naval hist.*, and *Pol. & govt.* were abolished or changed to the conventional historical period dates that have been established by the Library of Congress.

The subdivision *Maps* under *Descr. & trav.* was changed to a direct subdivision under locality.

Subdivisions under place names with less than five subject cards were usually abolished.

Army and Navy headings were referred to the military science cataloger for change to the vernacular in accordance with the new Library of Congress practice.

These and other minor changes were handled in the daily routine of the project and provided a dramatic example of editorial work that can be done in the future.

#### *Routine and Statistics of the Project*

Accuracy demanded direct copying from the public catalog trays. Removing trays from the public catalog was felt by the Reference Department to be too much of a handicap during the busy afternoon period, so a procedure was built up that would revolve through its complete cycle within the morning hours each day.

The personnel was divided into three corps: clippers, carders and editors. The clippers were catalogers, of all levels of experience, who read the trays for subject headings and inserted paper clips on the cards to be copied—on the top for cards for the subject file, and on the side for cards for the official catalog. Their work started at the beginning of each morning and was followed by the place-name editing. The carders were typists who copied the headings from the clipped cards in the manner designated by the clippers—on waste

cards for the subject file or on colored stock for the official catalog, with a card for each heading and subdivision or several subdivisions on one card. The editors were catalogers who did the proofreading of the copying, added descriptive phrases to indicate the nature of unfamiliar terms, and recorded the class numbers of subjects which appeared to have specific classes.

The few figures tabulated here give an idea of the expense of the project in hours, the relation of the hours to the number of trays in the Yale catalog and the number of cards made:

	Hours	Trays
Large subjects and		
countries	572.9	396
Preliminary procedures	582.3	248
Final routine:	3,120.0	3,247
Clipping	698.5	
Carding	1,134.0	
Editing	796.8	
Supervision	490.7	
	—————	—————
Total	4,275.2	3,891
Cards made:		
Headings and references		
for subject file	71,425	
Headings for official catalog:	12,720	
Geographical names	9,000	
Quasi-authors	3,720	
References for official catalog	4,600	
	—————	—————
Total	88,745	

The peak production weeks ran at a speed of 40-odd trays a morning with nine clippers, two place name editors, 13 carders and four editors. The average production rate for all processes of the entire project was 21 cards per hour.

#### INTERFILING PROJECT

The interfiling of the separate public serial catalog with the main public catalog was another major project undertaken.

Yale has always considered it desirable to maintain in the public catalog a record of its holdings in serial sets. Up to 1918 this was done by pencilled notations on the main entry for each serial. In that year the library decided to use check cards for listing holdings and to file these with the main entries in a separate serial catalog, which was established in order to have a working tool for the staff and to make the finding of serial entries easier for the public. Cards in the main public catalog became skeleton entries, without holdings or notes, referring readers to the serial catalog for full information. Both the serial and main catalogs contained all main entries, added entries and references for serials; but subject cards were filed only in the main catalog.

It should be made clear at this point that, when the separate serial catalog was set up, the Serial Department ceased making any record of serial holdings in the shelflist. Since Yale has never used accession numbers, these did not have to be recorded; and the serial catalog, therefore, became the only detailed record of serial holdings in the library.

With the transfer to the new library building in 1930 it became necessary, because of the distance of the Serial Department from the public catalog, to develop an official serial catalog for the use of the staff. This was accomplished by dextrigraphing the separate public serial catalog in its entirety, and at this point the traveling card system was inaugurated to keep the record of holdings in the public catalog up to date.

The system of two separate serial catalogs, plus cards in the public catalog referring to the serial catalog, was maintained until 1948. Early in that year the new head of the Serial Department proposed to the library administration that the public serial catalog be interfiled with the

main public catalog. The chief reasons for such a move were:

1. The advantage to the public of being able to find all publications in the library in one alphabetical file.

2. The advantage to the public of being able to find the fullest information about all serials in the catalog first consulted. Since readers could not always know that what they were seeking was a serial, they wasted much time by not knowing in which catalog to look first. Also, Yale's practice in cataloging monograph series, whether classified separately or together, was to give the fullest information in the main public catalog, since the analytical cards and the series added entries were filed there. The result again was that one could not tell in which catalog to look first.

3. The elimination of thousands of duplicate cards both at that time and in the future. The immediate reduction would give the library much needed space for expansion of its public catalog. The time required for typing and filing all of these duplicate cards would be saved in the future.

4. Fewer cards to withdraw and correct in recataloging.

5. The congestion in the alcove where the public serial catalog was housed. This was a situation that could be relieved only by spreading out the catalog.

6. With only one public catalog the Serial Department could initiate brief cataloging and form cards for minor serials; this had been held up for years because of the complications involved in having to refer back and forth between two catalogs.

7. The Serial Department now had its working tool in its own official serial catalog and did not need a separate public serial catalog for this purpose.

This analysis of the situation by the Serial Department was further borne out

by the survey of technical processes made by Mr. Wright, already referred to in this paper, in which he had also recommended this move. The proposal was discussed with the department heads and with the University Library Committee, composed of faculty and administrative officers, before the decision was made to proceed with the interfiling.

In August 1948 the Serial Department started the interfiling, which meant substituting the main entries with holdings and notes and the added entries from the serial catalog for the equivalent skeleton cards in the public catalog that referred readers to the serial catalog. Certain types of entries which were duplicated exactly in the public catalog (e.g., closed entries, *see* references from one author heading to another, etc.) were first removed by clerical assistants in the department in order to save the interfilers the time of handling them. The serial catalogers worked in shifts on the interfiling, withdrawing any cards which showed discrepancies between the two catalogs for later attention. The interfiling took just over seven weeks, and in the process slightly more than 187,000 cards were discarded.

#### *Monograph Series*

The interfiling itself did not finish the work for the Serial Department. There remained the problem of changing the form used for recording classed-together monograph series. Yale had followed the practice used in many libraries of making a series added entry for each volume of the series. These were filed in the main public catalog. In the public serial catalog there had been holdings cards showing which volumes had been received; and, since the volumes had been added to these cards at the time they came into the library, they had been recorded in the public serial cata-

log long before the analytics and series added entries for them had been filed in the main public catalog. The Serial Department recommended that the monograph type of holdings card (Fig. 1) be substituted for these series added entries in the public catalog.

WLO Columbia University. Faculty of Political Science.  
C7 Studies in history, economics and public law.

LIBRARY CARD		
No.	Date	Author and title
556	1949	Marlin, S.D. <i>The theory of fluctuations in contemporary economic thought</i> .
557	1949	Berlan, A.J. <i>The German Social Democratic Party, 1914-1921</i> .
558	1949	Serrano, M.A. <i>Attitude of Congress of Vienna toward nationalism in Germany, Italy and Poland</i> .
559	1950	Cussen, L.G. <i>France and the Saar, 1680-1946</i> .

1949 1949 1949 1949 1950

Analyzed

FIG. 1. Monograph holdings card substituted for series added entries in public catalog. This type of card was planned and put into use in the early 1940's by the former head of the Serial Department, Grace P. Fuller.

The proposal was limited to changing the form for current sets only. Although changing all monograph series, including those which had ceased publication and those of which Yale had only scattered files, would have made the system uniform and would have resulted in the elimination of a much larger number of cards from the public catalog, this task seemed an impossible one for the department to undertake. This tremendous project was started shortly after the interfiling was finished. It went much more slowly than the interfiling, since it had to be done along with current work; but it was finally finished in January 1950. Since, on the average, one holdings card was substituted for every five series added entries, the public catalog was reduced by about 17,500 cards.

Series added entries for classed-together monograph series had been filed in the official catalog in the Catalog Department as well as in the public catalog. All such

cards were removed from this catalog, which eliminated approximately 65,000 cards more, making a total reduction of 82,500 cards from the catalogs of the library.

This entire project of interfiling and changing the form for monograph series resulted, therefore, in the elimination of 270,000 cards from the catalogs of the library. The saving in cards needed for the public catalog in the new setup and the simpler typing forms that the Serial Department was enabled to put into effect because of having only one catalog for the public reduced the amount of time required for typing sets of serial cards to the extent of one full-time typist, and there was no longer a separate public serial catalog requiring filing and maintenance by the department.

The interfiling also accomplished the original objectives of making it possible for readers to find all publications in one catalog and of dispersing the congestion at the public serial catalog.

The chief difficulty experienced since the interfiling has seemed to be the inability of some readers to find such periodicals as *Time*, *Life* or *Education*, which are now filed after subjects and before other titles beginning with the same word. The insertion of additional guide cards is expected to obviate this difficulty.

#### Subsidiary Benefits

There were several subsidiary benefits derived from the reworking of the classed-together monograph series. It was inevitable that the serial catalogers should discover that many volumes which were supposed to be analyzed never had been done. The Catalog Department cooperated to the fullest extent in clearing up these arrears in analyzing so that, by the time the Serial Department had completed its

work on this project, the catalog was up to date in this respect.

Furthermore, there were many analyzed series which, in the light of present-day policies, would not be analyzed at all. Some of these were de-analyzed, and for others the decision was made not to analyze in the future. The Reference Department was consulted frequently in deciding about these series and was very helpful in this respect.

Another gain was that, in going over the entire serial catalog from A to Z, the serial catalogers found and straightened out many inconsistencies between serial and monograph cataloging that had crept in during the years. With only one public catalog now, the likelihood of these going undiscovered in the future will be much less.

#### UNION CATALOG PROJECT

In the winter of 1947-48 the chief of the Union Catalog Division of the Library of Congress and the librarian of Yale decided that the time had finally come when it would be possible to record in the National Union Catalog titles held by Yale. A new method of microfilm reproduction was available which did not require manual copying by a W.P.A. or other nonexistent corps. The chief of the Union Catalog Division, after having inspected the Yale catalog, was convinced that a properly selected half-million titles would adequately represent Yale's holdings for the purposes of the National Union Catalog and felt that his staff, somewhat increased after the depression years which fell on the heels of the golden Project B days, could integrate that number of cards into the Union Catalog. The librarian of Yale was willing to let the Yale staff do the selection part of the project in order to contribute to the National Union Catalog the listing of Yale's vast research materials.

The rules for selecting the titles for this particular project were drawn up by the chief of the Union Catalog Division and by the head of the Catalog Department of Yale. They worked together during a visit of the former to Yale and through correspondence verified tentative decisions by checking the results as the cards selected in trial runs were filed into the National Union Catalog.

Naturally enough, titles were not selected for cards already sent to the National Union Catalog. There were some 162,000 of these, since Yale had been contributing cards from current cataloging for many years and had sent down also an extra shelf-list of titles in the Rare Book Room and a card file of material in the Russian language, both of which files had been discontinued. In anticipation of the project and after the scope of cards contributed to the Union Catalog on a current basis had been enlarged in 1943, the main entry cards in the public catalog had been stamped "CDU made." These cards were omitted easily enough in the selection process, granted sufficient concentration, as were L.C. cards for which Yale had supplied copy for printing. Recognition of entries sent before 1943 was the trickiest part of the selection process. In general, all mimeographed cards were omitted, because since 1939 an extra card had been run off for the Union Catalog for any mimeographed set of cards; and this method of duplication had been installed at Yale only a few years prior to 1939.

The other categories of material not selected were titles believed to be already in the National Union Catalog with locations from a sufficient number of libraries or titles that could be located through other finding lists. These categories were: American copyright imprints after 1899; American imprints 1800-1899 on L.C. printed

cards; L.C. printed cards for foreign books in a series; serials; page analytics and reprints except dissertations; single maps; sheet music; incunabula; documents of the United States, all states except Connecticut, and all cities except New Haven, and documents of large foreign countries; congressional speeches; law reports; material being allocated to Yale's possible storage collection; unimportant pamphlets; and variant editions when place, publisher and pagination were alike.

The selection process required professional people who would understand the reasoning behind the bases for selection, who could read the cards in the Yale catalog quickly and recognize the kind of material represented by them. Although Yale was willing to donate the time of professional staff to promote the value and use of the National Union Catalog, nevertheless, it was recognized that this would be expensive. To make the most of the time spent thumbing through cards, various other pieces of work were included from which Yale would realize profit for itself.

Titles of books in the stacks that would be candidates for the Rare Book Room according to recently accepted dates for potential rarity were noted on slips, and the slips (about 1800) were sent to the librarian of the Rare Book Room. Cards for maps and manuscripts were removed from the catalog, because although for several years they had been filed only in separate catalogs for maps and manuscripts, there had been no systematic gleaning of cards made for the public catalog before the separate catalogs were started. Some 9400 cards for A.L.A. page analytics, no longer useful, were removed from the catalog. Certain changes in filing were uniformly put in force, which otherwise would have been left for the filers to change whenever, and if ever, they encountered the cards

filed according to older rules. Cooperation with the serial interfiling project was extended by crossing out stamps on subject cards containing the now obsolete phrase "See Serial Catalogue." Alert eyes also accumulated  $10\frac{1}{2}$ " of temporary slips which had not been pulled by the filers for one reason or another when the permanent cards were filed.

The selection of entries to be filmed for the National Union Catalog and the removing or editing of cards in the Yale catalog for Yale's own benefit was done by 24 of the professional staff from all departments in the library. The cards to be filmed were turned up in place in each tray; and the trays were placed on a truck at the filming machine, which was set up by the public catalog so that the trays were never unavailable to the public. The filming was done by high school assistants, student and clerical help. Since the filming went much faster than the selecting, there was a preponderance of professional staff used.

The microfilm camera was provided by the Library of Congress and was a Remington Rand, 16 millimeter. The rolls of film were mailed to Remington Rand who developed them. The enlargement prints were made by the Library of Congress Photoduplication Service, and these when cut and punched by the Union Catalog Division staff produced 3" x 5" card size stock.

The number of titles selected totaled about 600,000. This was a formidable amount to be absorbed by the National Union Catalog staff; but the combination of mechanical copying and judicious selection of entries made it an easy task for them compared to their previous arduous labor on the Philadelphia and Cleveland union catalogs, which had been sent to Washington tray by tray and literally compared and copied by typewriter.

A study made during one of the trial runs with about 1400 cards showed that 32 per cent were titles new to the Union Catalog, 25 per cent were second locations and only 8 per cent were already there with six or more locations. A later sample with a much larger number of cards (13,000) and a definition of a "new" title as one not represented by any edition showed but 7 per cent of new titles. A third test was made which helps comparison of the 32 per cent figure of the first test, which included other editions, with the 7 per cent figure of the second test. In the third test (with about 1600 cards), there were 19.4 per cent new titles exclusive of other editions and 10.5 per cent of new editions, which make a total of 29.9 per cent to compare with the 32 per cent of the first test.

The 600,000 titles filmed in the project and the 162,000 entries previously sent down have contributed to the National Union Catalog a total of 750,000 selected titles of important books possessed by Yale.

#### CONCLUSION: PERIODIC CHANGES IN A LARGE CATALOG

The common feature of the three projects was the subordination of the size of the catalog to other aspects of problems involving the catalog. The size of the catalog as a factor in the amount of work to be done could hardly be ignored, but it was a factor viewed dispassionately and then treated by allocating many people to the work.

The physical handling of a large catalog is a matter of quantity. A thousand hours is a total of 100 hours from 10 people, or 50 hours from 20 people. A large staff can work through a large catalog as easily as one or two persons can work through a small catalog if there is coordination and mutual understanding.

It is interesting and perhaps significant to note that the thousands of hours spent on the catalog in the three Yale projects did not overburden the staff or bog down other work. On the contrary, the annual statistics for output of regular cataloging in those years showed an increase. This may have been because of new routines and personnel; but it might well have resulted entirely, or partially, from an additional surge of energy springing from the spirit of accomplishment in pushing through the projects.

Certainly there is something exciting about a piece of work which moves rhythmically through a catalog from A to Z. Progress is tangible. Z will be the end, and M the halfway point. This produces a dynamic mood, in retrospect at least, not induced by the cataloger's ordinary desk view of endless uncataloged books, with a void as the only concrete manifestation of completed work. The catalog is seen as a whole, which again is an invigorating contrast to the erratic approach afforded by checking here and there in the normal day's work. The policies and technical prowess of preceding librarians and catalogers can be absorbed as a whole picture. It is doubtful, however, if any project not accepted by the staff as a worthwhile objective would leave a feeling of satisfaction and an urge to start on a new program of concerted action. Nor would a poorly made catalog be an inspiration.

In this connection may be pointed out a difference in effect, on staff and on the catalog, between a casual decision and a project decision. If a policy is instituted or changed without much discussion or without consideration by all persons involved, it is hard to put across the change in routine. A memorandum directive is not always remembered and followed when the points in question eventually appear in

the daily work; hence, changes may be applied unevenly or lackadaisically.

There is something insidious about casual small changes in a large catalog. Minor alterations applied gingerly can do more to deform a catalog than a clear cut master blow that strikes the entire catalog at once. Unadvertised changes catch people unaware, for the cards in the catalog do not proclaim by whom and under which rules they were made. This applies even more forcefully to altered policies in the production of cards for the catalog. Cards not made and information not put on cards never can be found in the catalog, and no editing of the catalog without the books in hand can ever supply what was never done. It seems better to let a catalog grow uniformly and then cut it back or trim it out at periodic intervals according to a stated library-wide policy after a long period of deliberation than to maim and distort it with a blight of small economies or pseudo-brilliant ideas introduced intermittently on tiny segments.

A project decision has the attention of everybody at once. A sizeable expenditure of time, blocked out as such, will not be granted until competent advice has approved it. The staff as a whole carries out the decision and is concentrating on all the attendant problems. This is important in a large library, for the problem of the size of the catalog is not purely a matter of quantity. The quality of the catalog springs from the intricacies of its design for answering manifold questions for multifarious purposes. It takes many people with various points of view and active contact with the catalog and all parts of the work of the library to pursue adequately the ramifications of the purposes and design of the catalog. The real difficulties in handling a large catalog are the analysis of the needs of readers with diverse per-

sonalities and purposes and the integration of a large staff with special talents and duties. The physical size of the catalog is not the major problem.

These are a few observations and reflections that have come from the projects on the Yale catalog. It was an opportunist imagination that seized the chance to edit the catalog while listing headings for the subject file and while selecting entries for the National Union Catalog. The venture was so successful that it seems quite possible now as a normal course of action to build up consciously a list of desired changes to be put into effect at periodic intervals instead of leaving change to chance.

Such a system would encourage the individual staff member to contribute isolated suggestions which, together with ideas picked up at random or otherwise from readers, can be accumulated, coordinated and developed into a larger policy. Action would not necessarily have to follow on the heels of decision but could wait along with other approved changes for the next editing project on the catalog. This would provide time for retrospective confirmation of decisions. The project pool for periodic editing of the catalog should be limited to changes requiring systematic A-Z work on the catalog, illustrated in the Yale projects by the editing of place-name subdivisions and the removal of cards for maps and manuscripts. The editing would be done by as many people as possible and thereby quickly completed without undue interruption of normal work.

If there is a sound basis for desiring a change, there seems to be no reason for not making it. A catalog, even though large, is not impossible to handle. A change is not too expensive if the result is future economy; or is it unnecessary if the outcome is better service to readers.

By LESLEY M. HEATHCOTE

## Function and Color: Montana State College Library

*Miss Heathcote is librarian, Montana State College.*

IN 1947 the Montana State Legislature had a postwar building fund to divide among the six units of its higher educational system, and the State College was allotted \$400,000 for the erection of a library building. The library was then housed on the second floor of the administration building in quarters that were dark, dirty, inadequate and thoroughly depressing. Even though the trend of prices at that time made \$400,000 look pretty small, and growing smaller all the time, the prospect of any kind of building seemed almost too good to be true.

Each time John Paul Jones, the consulting architect from Seattle, brought the plans over to Bozeman, the building was a little smaller. One day the librarian, then Mrs. Lois Payson, remarked to him that he must feel like one of those primitive tribes that shrinks the heads of its victims. "Yes," said he, "and you must feel like the head." Mrs. Payson resigned in June 1947 and the present librarian carried on from there.

It soon became obvious that we did not have the money for a complete building, unless we were willing to accept one that would be inadequate in every way right from the day we moved in. The plans called for an L-shaped, modular type building, the stem of the L to contain the work quarters, staff rooms and most of the stacks, and the foot of the L to be the main reading room. One of the traditions that dies

hard, especially with library committees, is the idea of a large, lofty monumental main reading room. Having spent many years of my life in that librarians' nightmare, the University of Washington Library, I was determined against anything even vaguely resembling it. We went round and round on the reading room for awhile but as matters turned out, no decision had to be made at that time. We decided on the stem of the L only, with the hope that some day Montana would find the money to finish the building.

Ground was broken in September 1948 and in spite of the severe winter which closed down work for over two months, we were able to move in during the Christmas recess of 1949. Nine working days saw the move completed and we opened up for business in our new quarters on Jan. 9, 1950. As all our furniture had not yet arrived, we made shift with what we had for a while.

The building measures 67' 1" by 132' 7" and has a total area of 8894 square feet. It is built of concrete with brick facing. Its outside more or less matches some of the other architecture on the campus, and is not especially inspiring to look at. We librarians had nothing to say about that and in any case we were more interested in the inside. The building faces north, which is not the best aspect for this climate but so far we have not had trouble. Radiant heating under the front porch would probably have been helpful but we use rubber matting instead to overcome the slipperiness in frosty weather. The cost of the building

was approximately \$370,000 or 90¢ a cubic foot and the stacks, furniture and equipment cost an additional \$90,000.

Ours is an open-stack library, but the building arrangement is such that the stacks could easily be closed. We do not contemplate doing this in the foreseeable future, however, for our students need the easy access to books that we now give. Many of them come from communities without libraries and homes without books and we think that their college library should be as open and as easy to use as possible.

In the basement we have the restricted stacks, which are not open to student use, and which contain most of our government documents, the early volumes of our general periodicals and our newspapers. Twenty-eight carrells for the use of graduate students are housed here also. At one end an area is blocked off for storage of our Agricultural Experiment Station publications. A door which is kept locked leads into the lower hall where the machinery room and the public rest rooms are situated. The latter are within a few steps of the front door.

The main floor contains the staff offices, beginning in the northeast corner with the librarian's suite and extending along the east side of the building. The circulation desk is facing you as you enter the front door, and to the right is the general reference area. At the south end are a stack area and a reading room.

The second floor contains a small stack area housing the general books in our special fields, but it is mostly reading room, and the technical reference books in these same fields of engineering, agriculture and home economics are shelved here. In addition there is a small rare book room and two conference rooms which can be made into one by rolling back a folding plastic curtain. One of the rooms does duty as a public

typing room also. On this floor there is also a browsing area with easy chairs where bulletin boards and display cases show our wares.

In all parts of the building except the third floor, large, steel-framed windows offer fine views of our beautiful mountains and valley. But the third floor has no windows. It was originally intended for storage purposes only, but when it was decided that we could have only one wing of the building, it was obvious that this area would have to help house our regular collection. A few tables and chairs brought from the old quarters make it possible for students to study up there. In all, we can seat close to 400 of our normal student body of 3000.

Most of the building is provided with acoustical tile ceilings. The reading room lights are G.E. slimline fluorescents with incandescents used in the stack areas. The floors are covered with 1/8" linoleum in a grey marbled effect with touches of salmon pink in it. Full use has been made of color throughout the building, including coral, various shades of green, chartreuse, pale lavender and yellow. The furniture is Remington Rand Trend in white oak finished in silver grey and the stacks are grey. The venetian blinds, very necessary in our sunny climate, are silver grey aluminum.

Our Montana students are not in general very much accustomed to libraries, and those that they do know tend to be the Carnegie type building which has long since lost any attractiveness that it might have had. Our task therefore is twofold: to persuade the students to come into the library and to encourage them to read more widely once they have come. Our attractive building and simple arrangement of books are helping greatly to carry out the first task. For the second we are using eye-catching bulletin board displays, and

special displays of books in the browsing area and on the first floor.

By the time we can build the other wing, library fashions may have changed completely, but nonetheless we have definite ideas as to what should go into it. The original plans called only for a reading room—no basement, no second floor. But now we plan to ask for basement, first floor, second floor and attic, just as we have in the present wing. We believe that we

shall require all this space for special reading rooms, map room, rooms for reading machines, individual seminar or conference rooms, a small auditorium for motion picture projection and a room for archives storage. In addition to this wing, provision is made for extension toward the south, and if necessary in the distant future, the building could be completed in a hollow square. The simplicity of the present structure makes it very flexible.

## The Administration of Intelligence Archives

*(Continued from page 219)*

constitutes a special problem, for government regulations are demanding. Secondly, an intelligence research center grows rapidly despite careful weeding. Therefore, due consideration for security and growth should govern the allocation of space for the center when it is set up. Poor working conditions, frayed nerves and crowded quarters are not conducive to effective research which requires as much quiet and academic environment as a government building will allow.

In summary then, it may be said that the concept of a research center and intelligence archives is a relatively new extension of library service. It is a testing ground for new techniques of library administration, new machines and new approaches to

cataloging and classification. Inventiveness, clear thinking and the ability to work under pressure are particular qualifications needed by people engaged in such professional work. Since no final solution has been found for the multitude of problems presented, an open mind is essential. Most important, an efficient research center demands good organization; a strong administrator in whom is combined a knowledge of librarianship and an appreciation of intelligence service; and a staff alert to new ideas and ready to capitalize on them in improving service, making materials available promptly and facilitating the work of other intelligence workers, thus furthering the mission of U.S. strategic intelligence.

By NEAL HARLOW

## Remodel While You Work

*Mr. Harlow is assistant librarian, University of California at Los Angeles.*

REMODELING offers building opportunities and problems similar to those of new construction, except that planning begins with fixed outlines—and the planners are inside. If the old building looks tacky, if its facilities are 20 to 40 years old, or its physical arrangement is outmoded by new developments in service or by recent structural additions, call in the best available advisers on service, building and finance and explore what a remodeling project can do. Unless the existing structure is too tight, erratic or outgrown for satisfactory revision or expansion, it can be revamped to provide new arrangements and working conditions which more nearly comply with modern standards.

Many aspects of beauty and utility are only skin deep. New paint, acoustical treatment and floor covering are obvious surface features. New lighting may well be, unless old wiring is overloaded or sub-standard. Nonbearing partitions can be removed with little difficulty and new ones erected. New air supplies can be built in. Surplus head room can be furred down, and rooms, corridors, windows and doors can be added or taken away. Old finishings, furnishings and furbishings may be readily restyled or renewed. Such miracles of rehabilitation will raise the spirits of the staff, interest the public and benefit all the operations of the library.

Something of the sort has been done at the University of California at Los Angeles. Attached to a recent appropriation to erect

a new wing of the library building was an item to remodel the old structure to adjust it to the resulting changes. Fortunately, construction and reconstruction were not concurrent as planned, but came in sequence, or the disruption of library operations would have been scandalously complete. Building the new wing required 18 months; remodeling, over seven, with a year intervening for planning and bids—a three-year interim of disturbance. Reference here to some of the experiences may not be amiss for members of a notoriously building-conscious profession.

Planning began back in the pre-World War II past, but changed as the library developed under the stimulation of a postwar population surge and the energies of a new library administration. About 1948, plans were cued into a 25-Year Building Program, indicating not only what was immediately needed for sound library operation, but how these units of space, capacity and service fitted into future campus library needs. The occupation of the new wing, and the gradual eviction of nonlibrary users of building space, led up to the Alterations Project, intended to bring the whole library plan up to present needs and standards.

Remodeling procedures are hard to codify, even in retrospect. They do not start with a clean slate or a cleared plot but with so much enclosed area, and it probably is not enough. "Library standards" for buildings ought to be kept conveniently in mind, but they are more suitable to new construction, library literature, 25-year plans, and promotional campaigns. Remodelers need to begin by looking search-

ingly into present conditions, current operations and existing services.

At U.C.L.A. planning was done by departments, with a coordinator to adjust, unify, arbitrate or make decisions as conditions indicated. Many persons participated, and several sets of departmental studies and layouts were abandoned as the probability of remodeling waxed and waned. So much had circumstances altered cases in the last two years before construction began that a full set of detailed drawings were fortunately canceled and a new set prepared. By that time the general layout of library use and of space had jelled, and the plan seemed wholly logical and sound.

Essential planning should include (1) the study and evaluation of existing facilities, (2) provision for needed new services and (3) the general modernization of equipment and utilities. One should not work too much in the abstract; the general pattern of construction is already set, and remodeling is concerned with making specific adaptations.

#### *Existing Facilities*

A good deal of information about existing dislocations and inadequacies is probably already available or potential in the minds of the staff. Hints of unsatisfactory conditions and ideas for their improvement can often be obtained or checked by discussing existing problems. With staff aid, trace freight and passenger routes through the library, for ease and convenience of flow. Must books travel over devious paths and hurdles from the receiving room door to their roosts in the stack? Are there hitches or complications in the delivery and return of books between shelves and borrowers? Does the public become stranded at certain points or pile up in queues? Instead of being a convenient center of reference and bibliography, does the reference desk become

an island or a police kiosk among traffic lanes? Are the arrangement and appearance of inside departments orderly, functional and conducive to efficient, satisfactory work? Systematically check all passages, blocks, work areas, service stations and parking spaces, but avoid getting sidetracked into diverting but endless studies, statistics and surveys.

#### *New Services*

Planned new services or extensions of existing facilities call for the rearrangement of space and the shifting or acquisition of new equipment. Examples of such developments are new undergraduate services; graduate and faculty desks or carrels; inside space for professional staff in public departments; provision for the care and use of rare books, music, government publications and bibliography; listening, smoking and typing rooms; staff quarters; an information desk. The area of a former reading room, vacated offices and classrooms, an abandoned storage area—whatever space can be reclaimed by substitution, exchange or conversion—can be transmuted into virtually any use which is consistent with the over-all traffic and service plan. Attempt to take care of current needs, with a possible margin for expansion, or at least with definite plans for future changes and additions. Alterations should be something more than stopgaps; they should fit directly or eventually into a cumulative program of library development.

#### *Modernization*

Modernization of furnishings, finishings and utilities are periodically in order. New paint, using light colors, chosen imaginatively and with restraint, will bring about the quickest miracle. Most lighting a decade old can be improved with new, adequate fixtures, giving higher intensities,

better diffusion, less glare and a generally more comfortable and stimulating visual environment. Ample general illumination, instead of strictly local lighting, for reading, work and stack areas should be investigated. The control of outside glare is important to inside lighting, reducing the contrast between window brightness and interior light levels. Likewise, inside extremes should be brought close together. Good general illumination, with light colored and evenly illuminated ceilings, light walls, light but dull finished table tops, a medium to light floor covering, and the screening of outside glare creates an over-all high scale visual pattern which is easy on the eyes, pleasant to the senses and economic of operation, since fewer foot-candles of artificial illumination are needed under such conditions. Well-designed and placed fluorescent units at U.C.L.A. are proving thoroughly satisfactory, in spite of preliminary doubts and fears. Suspended, not flush mounted, they light ceiling as well as floors. One type with hinged Holophane lenses has proven particularly good for offices and public reading room use.

Not devoted to fluorescents for all conditions, a different solution has been found for the library's one monumental reading room. Flush with the surface of its 38-foot vaulted ceiling are installed banks of mixed incandescent and mercury vapor globes, each light with its separate reflector, with thin, light colored metal louvres beneath. Each of 40 panels contains one 450-watt mercury vapor globe (Westinghouse EH-1) and two 750-watt incandescent bulbs. And in a central dome are embedded a pattern of recessed spots (R-40) which light without deforming this existing architectural feature. In another area a floodlighted ceiling counteracts the glare of spots and adds to general illumination. Thus a flood of light is provided on reading

tables, solving after many years of student criticism and candlelight parades a problem as old as the building itself.

Window glare may be controlled by the common venetian blind, inside or outside louvres, screens of several types, colored glass or plastic filters (such as Plexiglass), or by one of the several kinds of glass which bend, absorb or shield light rays when viewed from predetermined angles. The filter principle (with colors in the blues, greens and browns) gives the most natural appearance, avoiding the dark or opaque effects produced by most types of control.

Acoustical treatment of reading and working areas gives the auditory system a treat similar to that provided for the eyes by balanced lighting. Acoustical tile is probably the easiest type to apply to existing space, and its effects are truly marvelous. Air conditioning units can be installed in new "fan" rooms to correct specific situations (forced air, warmed and filtered, is the least expensive type, with humidity control and refrigeration additional). New floor coverings (asphalt tile, linoleum, rubber tile and cork, the most common materials), new counter and table tops, modernized plumbing, adequate electrical service outlets and switching, intercommunication systems, new furniture, unit steel shelving and countless other latter day inventions offer unending possibilities. New doors, walls, ceilings or mezzanine construction should not be overlooked during planning.

Early in the initial study and planning period an architect and engineer should be brought into the program, since they can provide both preventative and curative assistance. In addition to their special technical knowledge, their knack, experience and training can very often provide better solutions to problems recognized and presented by the librarian than can the librар-

ian himself. And of course the finished drawings, specifications and standards are prepared by them. But the plans, particularly those showing the layout of space and the location of electrical and mechanical features, should be gone over inch by inch by a knowledgeable member of the library staff. He should investigate the adequacy of lighting to fit general or special requirements; the presence of electrical outlets for reaching machines, erasers, playing equipment, clocks and typewriters; the convenience of switches for the control of light (enclosed panel controls for most fluorescents); the existence of drinking fountains and wash basins; and of telephones for staff and public use; the proper linear space for standard shelving and furniture; the precise heights of counters and tables, with space below for knees or shelving; the placement and swing of doors for best traffic use and economy of wall space; the setting up of control points for library materials and of an adequate keying system; the provision of directional signs; and the omission of nonessential items. The architect will be sure to provide proper stairways, public toilets, janitors' closets, mechanical areas and other facilities essential for normal circulation, building maintenance and emergencies. Fortunate is the librarian who has (as at U.C.L.A.) a competent and cooperative Office of Architects & Engineers at his beck and call.

Specifications should incorporate standards for materials and construction, citing acceptable brands or equivalents, when they exist. Remodeling may need to be scheduled in two or more successive stages, in order not to disrupt library service too seriously, and a statement of these limitations should be included. To guard against having the low bid in excess of available funds, the specifications may designate a basic unit of material and construction, with

an addendum of items to be bid upon as alternates. That part of the total project which can be encompassed by the existing budget can then be authorized without canceling all of the bids and starting again. Units of lighting, acoustical treatment, flooring, certain plumbing items or work on some designated area of the building may comprise alternates. Bids may be aimed at a general contractor who sublets services and materials and includes subcontractors' bids in his total estimate; or the project may be divided into construction and materials or into general construction, mechanical and electrical work, or in other ways. A general contractor will find it necessary to add a margin of cost for imponderables. If the contract does not go to a general contractor, the institution must face the responsibility for the delivery of materials and for the integration of the several construction operations, and it will have to pay the penalties for delays and duplication.

With the beginning of construction, the real period of travail sets in. A member of the library staff, presumably the building coordinator, should follow the project closely, working intimately with the inspectors provided by the institution and architects. Errors and omissions in the original plans will appear, and he should point out his discoveries and have them corrected if possible. He should make advance arrangements for shifts of people and material and see them carried out on schedule. This will likely be the cause of greatest discomfort and confusion, and he will need a limited amount of emergency authority over library operations in order to assure complete coordination of workmen and staff. Detailed plans and maps of moves may be required for the guidance of workmen. Special attention should be given to publicizing the remodeling project in advance

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By FRANK LUNDY and KATHRYN R. RENFRO

## Problems Confronting University Libraries<sup>1</sup>

*Mr. Lundy is director of libraries, and Miss Renfro, technical service librarian, University of Nebraska.*

HAVING assumed the responsibility of planning programs for the midwinter and summer conferences of A.C.R.L.'s University Libraries Section in 1951, your chairman felt the need of obtaining advice from university librarians in all sections of the country. Accordingly, an inquiry was sent to 72 librarians last October. The mailing list included the directors of large university libraries, the deans of several library schools and the librarians of a number of research and governmental libraries. Forty-two of the correspondents contributed specific suggestions.

The questionnaire solicited information and comment on current research projects in the area of university librarianship and on important problems in this field that ought to be explored. The replies ranged from high-level policy and government in university libraries to specific and immediate problems and in some cases to studies of local value only. Therefore, this report will make no attempt to list or classify all of the 150 projects or problems mentioned by the correspondents, but rather to highlight and summarize those which were repeatedly emphasized or which seem to be of widespread interest.

This report may have added usefulness at this time because of opinions expressed at

last summer's meeting of the Association of Research Libraries to the effect that the A.R.L. should divest itself of many of its numerous activities in favor of the A.C.R.L. The informal discussion from that point of view was led by Dr. Ralph Ellsworth, long a leader in A.R.L. undertakings, and now President-elect of the A.C.R.L.

This report consists of two principal groups of ideas: first, those which concern university librarianship on a national scale, under the broad headings of bibliographical control, deposit libraries, interlibrary loans and microfilming or microcarding; and second, problems common to many but concerned with the operation of a single institution, under the headings of general administration, finance, personnel, technical services, readers' services and storage.

### *Bibliographical Control and Organization*

Much interest is in evidence in both the University of Chicago Institute of last summer and the recent Unesco Conference in Paris on the improvement of bibliographical services and controls. Several librarians want a further development of points brought out at the Chicago Institute and a study of the pending bibliographical proposals recently made by the Library of Congress, Unesco and other agencies. An evaluation of the work of the various bibliographical centers has also been suggested. Emphasis was given to cooperative bibliography in special subjects, with particular mention of the social sciences currently under exploration at the University of Chi-

<sup>1</sup> Report presented at the meeting of the University Libraries Section, A.C.R.L., Feb. 2, 1951, Chicago.

cago. The vast accretion of titles in card catalogs points to the need for reference guides in the form of selective and annotated bibliographies in each of several subjects. Closer collaboration between libraries and bibliographical services will help control the tremendous and rapidly increasing body of information available in print.

#### *Deposit Libraries*

Concern is expressed by university librarians over the size of university library book collections. The problem of size must be related to the aims of the institution, and also to the task of maintaining good research collections in all the areas in which the institution has such an interest. Some individuals wish that the large libraries in the country could be more stirred up about cooperative deposit libraries as appendages to groups of research libraries.

#### *Interlibrary Loans*

The report of the A.C.R.L. Interlibrary Loans Committee which is in preparation has evoked considerable interest. This committee is working on the problem of simplifying and standardizing the printed forms in interlibrary lending. Other items mentioned for consideration are detailed studies of the costs of interlibrary loan transactions, the responsibility for reproduction of materials to meet interlibrary loan requests and the question of borrowing for whom.

#### *Microfilming and Microcarding*

Several problems are indicated for the area of facsimile materials. It is suggested that an exposition of our present status in microfilms and microcards should be made. This would imply the development of a clearing house for microfilms located at the Library of Congress, and the pulling together of records as to who has microfilmed what. As one librarian asks: "Should the A.C.R.L.'s University Libraries Section

take greater corporate interest in microfilm projects?" Another possibility is that the section might undertake to determine what important research journals and books should be reproduced by microcard, film or offset printing. Although some such projects may be under way, the need is felt for sponsorship of a comprehensive over-all program. Need is also expressed for a report comparable to a consumers' research report on microfilm and microcard readers. Such a report would evaluate the readers now available and recommend types for purchase. Finally, there is the problem of educating the university faculty to the place where its members will use microreproductions as readily as books in full-size print.

#### *General Administration*

In general administration, university library relationships are conspicuously outlined as follows: the relation of the university library to the teaching profession, to the university research program and to the university press; the relationship between the general library and professional school libraries; and an appropriate relationship between the chief librarian and the faculty library committee. A closely related topic is democracy in library administration as it is practiced in the Library of Congress, and in several university libraries.

#### *Finance*

The problem of getting adequate financial support is closely related to that of maintaining strong research collections. This problem is becoming all the more serious in view of the expansion of teaching and research and of present inflationary trends. Specific budgetary problems mentioned range from the allocation of book funds to decisions as to where to cut services and what materials to preserve in a time of economy budgets and with due recognition of the problem of preserving a

proper balance between expenditures for books and for salaries.

#### Personnel

Many of today's most urgent problems concern personnel, in the opinion of several university librarians. One comments: "Before university libraries can hope to do their job adequately, university library service, particularly at lower levels, has to be made more attractive to first-rate people. The total problem involves recruitment, training, salary and status among other things. We have talked a great deal about these problems but very little has been accomplished in solving them."

Again it is the old story of getting more qualified people into the profession. With respect to professional education, one librarian requests a panel of library school directors to explain to the University Libraries Section just what library schools are doing to train young people for work in university libraries. Attention also needs to be focused on present practices and possible improvements in selection techniques. It is still too difficult to locate qualified persons for a specific job and to obtain adequate information about such candidates. Comparison with selection techniques commonly employed in civil service and in business might be helpful. Related topics include the present tendency to cut down on the size of the professional staff with all of its implications, full-time employees versus student assistants and other part-time help, the organization of the staff for administrative efficiency and the drive toward unionization.

#### Technical services

Dr. Felix Reichmann at Cornell University has been studying the problem of co-ordination between the acquisition and catalog departments. His observations would be of interest. Acquisition policy is the subject of a series of articles by Harvard's

librarian, Keyes Metcalf, appearing in the *Harvard Library Bulletin*. Studies of acquisition policy should be made in other university libraries. A re-examination of the Farmington Plan appears to be in order. Should librarians be working out alternative means of attaining the plan's objectives? One librarian is urging a cooperative acquisition plan on a regional scale for the acquisition of certain types of American publications, those, for example, of learned societies and of American university presses.

In the field of cataloging, one administrator wants a book written on cataloging "short cuts" and suggests Mr. Low's work at Oklahoma A. & M. as a point of departure; while another suggests an administrative look into the future of a five-million-card catalog. Should the catalog be divided into three parts? Ralph Shaw's experiments with photo-clerical routines may have application here. Processing problems worthy of examination include the handling of serials and representative cataloging of difficult materials such as orientalia.

At least one western university librarian believes that exchanges merit more serious attention. In the handling of duplicate periodicals, librarians might work out an arrangement whereby different libraries would accept the responsibility of preserving extra copies of all journals listed in certain pages of the *Union List of Serials*. This division of responsibility would eliminate some problems in preserving an adequate supply of duplicates for bindery replacements. This same western librarian asked for the establishment of a branch of the United States Book Exchange on the West Coast, to facilitate the handling of gifts for Philippine and Japanese libraries, for example.

To sum up technical services, as one librarian wrote, we need "A continued but perhaps more fundamental discussion of

the internal operating problems of libraries."

#### *Readers' Services*

An overwhelming interest was expressed in new experiments in the organization of books for more effective use. One example is the divisional library as in operation at Colorado and Nebraska. Several librarians have asked for an investigation of variations in the application of the divisional principle—specifically the pros and cons of all types of divisional reading room arrangements. Another important trend is the provision of separate physical quarters for undergraduate service in the university library, as exemplified at Harvard and Illinois, and still another is the Princeton plan of throwing open its collection to all users and introducing "reading oases." Several correspondents requested an evaluation of these several types of undergraduate libraries with critical observation of their shortcomings. In fact, the broad subject of service to the undergraduate in the university library seems to deserve a full exploration. The departmental library, too, is offered for study, with respect to such factors as optimum size, effectiveness, cost, relationship to general library service, etc.

#### *Book Storage*

Questions raised over storage space for books involve not only criteria for discarding versus storage, but also a formula for the type of material that should be placed in a storage library. Closely related is the problem of a divided catalog for books in storage, as distinguished from books in use; also service to the research worker from the storage area. Robert Orr's current study of the storage library plan at Iowa State College will be of wide interest, as have Fremont Rider's several published studies on problems of book storage.

#### *Miscellaneous*

Four subjects are grouped together at the end of this report because they are new developments in the library field, or otherwise timely. The first is the preservation of library materials amid the hazards of war, and further consideration of the rôle university libraries should take in local defense planning. The present situation also suggests a decentralization of intellectual resources so that the bulk of our books will not be concentrated in a half dozen metropolitan centers.

Second is the improvement of interlibrary communication with an example of one means, the teletype, at Racine and of another, telefacsimile, at Oak Ridge. Investigation should be made of the possibilities of using ultrafax, teletype and similar devices. In clarification, one librarian comments: "Could such mechanisms replace, for example, union catalogs, and bibliographical centers as now organized, or by tying the research libraries of the country together make the total library resources of the country readily available everywhere?"

Third in this miscellaneous group is the problem of accreditation. It is contended that the A.L.A. should concern itself with accrediting libraries for the various regional and professional accrediting associations and also that the A.L.A. should encourage the training of more librarians rather than concentrate its effort on restricting the number of training agencies.

Fourth is the program of the Board of Control for Southern Regional Education and its implications for university libraries. Accreditation as an activity of the A.L.A. and the southern regional program just mentioned will be more fully considered in the two papers we are to hear this evening.

*(Continued on page 272)*

By PATRICIA MARVIN

## Circulation in the Divisional Library: The New Plan of Service

*Mrs. Marvin is assistant librarian, Circulation Department, University of Nebraska Libraries.*

IN THE last two decades, the American university library has had to meet the challenge of changing intellectual and academic ideals on the campus. This has been made possible through the inauguration of the divisional library plan. The University of Nebraska's divisional library is an excellent example of what can be accomplished by coordinating library service with the new teaching techniques of the university. Textbook teaching has yielded generally to independent reading assignments, at Nebraska, as in other universities. The extensive open-shelf collections in the divisional reading rooms provide undergraduate students easy access to the many books and other printed materials which they need to consult and read.

Subject specialists in the divisional reading rooms give expert service to both undergraduate and graduate students through intimate knowledge of subject matter and library collections. The ability of the subject specialist in bibliography and in research methods is increasingly relied upon by the faculty as an extension of actual classroom instruction.

This development has involved a changed concept in library service from the old reference room, general reading room, and periodical room arrangement. There are also immediate ramifications among the circulation department's functions and serv-

ices. The old ideas and methods of book circulation and the old routines of the circulation department cannot remain unaffected by these recent experiments in the organization of library service. In fact, the successful functioning of the divisional library depends in great part upon the method of circulating books from the reading rooms and the services given the student and faculty member at the circulation desk.

### *Pivotal Position*

The University of Nebraska, one of the three pioneers in planned divisional library service on a large scale, has recognized the essential importance of the circulation department as a guidance and directional center, and as a coordinating department upon which the reading rooms depend for help in giving efficient service. The main circulation desk is, therefore, the place where any patron may come to receive aid in locating books, to ask questions about the use of the catalog and to be directed to the reading room specialist for reference assistance. The circulation department is, furthermore, the central unit of all public service, the seat of many decisions on general policies of service pertaining to all reading rooms.

The circulation department's pivotal position at Nebraska is unique when contrasted to the general notion that divisional libraries work most efficiently by decentralizing circulation, requiring each reading room to handle its separate book circulation. Such a notion stems, in part at least, from the

idea that a reading room is a separately functioning unit. It has been emphasized again and again at Nebraska that the subject divisions, the humanities, the social studies and the sciences are intimately co-ordinated parts of one central library, rather than separate libraries conveniently collected under one roof. Even beyond this, the case for centralization of circulation records with general informational and guidance services makes remarkable sense in terms of both the quality of service rendered and the quantity which can be handled.

#### *In the Beginning*

Moving into a new divisional library building can be the realization of a dream for librarians, the faculty and the student body. This was certainly true at the University of Nebraska in the fall of 1945, when the Love Memorial Library opened its doors for service. For the librarians it meant a new and rapidly expanding concept of service to be developed. For the student and faculty member it meant a new and more convenient way of finding and using books and materials.

Newness affects each person in a different way. New libraries are no exception. Would the reticent and uncertain freshman or sophomore be bewildered in the first stages of his library initiation? Would the graduate student or faculty member, disregarding the public catalog because "he knew where his books should be," and utilizing his stack privileges, be obstructed in his research when he found library materials divided between the stacks and the reading rooms? Would the splitting up of books from their general subject areas in the reading rooms into the reserve room seriously impair the student in assembling his materials? These questions were pertinent in determining circulation depart-

ment policies. In no other place in the library is the question asked as often or as audibly, "Where is this book?"

A beginning trial period pointed the way for planning and experimentation. Initially, the circulation activities were divided between the reading rooms and the main desk. The central circulation desk on the second floor handled the book charges from the stack area only, utilizing the standard Newark system of charging, with a numerical indicator file by Dewey numbers, and a date due file of call slips.

Each of the four reading rooms (humanities, social studies, education, and science & technology) handled its own circulation with a two-card system, requiring student assistants in each room to check out books and discharge them on return, and to control the doors. A separate closed-shelf reserve room on the ground floor, and apart from the reading rooms on the second and third floors, handled a large volume of circulation each day. The central loan desk, therefore, with few other time-consuming duties, could concentrate its efforts upon instruction in the use of the public catalog which is adjacent, and in giving general directional service.

#### *Why Centralization?*

The system described had much to recommend it. Students and faculty members responded gratefully to the aid given them by loan desk attendants in using the catalog. Wary freshmen and sophomores were guided and encouraged into a library consciousness that would prove invaluable in their university careers. Researchers and graduate students working on a thesis or dissertation found that the unlimited loan period for stack materials charged to carrels and fourth floor studies greatly facilitated their work. Was there a need for more or better service?

Certain aspects inherent in this plan, however, did hinder the attendant at the central loan desk. Patrons invariably returned to this desk where they had first been given help, if they had difficulty in locating the books they wished. In all probability, the specific book was checked out. That the main circulation desk was the logical place to be told this may have seemed obvious to the patron. But in order to determine if the book were checked out before a further search could be made, it was necessary to send the patron back to the reading room where the file of charges was kept. A strong case could be made, therefore, to centralize all circulation files at the main desk and thereby eliminate this inconvenience.

The reserve room on the floor below presented a second and quite different problem. The filing and withdrawal of half-cards in the public catalog for books in the reserve room was a tedious and never-ending task. The volume of reserve book service increased to the point where the seating capacity of the reserve room was inadequate. Furthermore, experience had proved that often the most "live" books in many fields were tied up in the reserve room, away from the reading room where the same demand for them existed and where they could be used in conjunction with other materials.

This situation was easily and effectively obviated. The separate reserve room was abolished and turned into an unsupervised study hall. The reserve system was reorganized into a plan of overnight, three-day, and one-week reserve books which are shelved on the open shelves in the respective reading rooms on the second and third floors. This step alleviated the congestion of a reserve room, eliminated the need for continual change of the half-cards in the public catalog and brought together more

books in the same subject area. The heavy demand for books in a few lower division courses in the field of the social studies was met by the installation of a small two-hour reserve desk in that area on the third floor.

The effect of these changes on the circulation routines was anticipated. The circulation records in the reading rooms immediately became complicated. Student assistants could not be held responsible for sending overdues, "call-ins," and developing a "hold" system that would insure adequate distribution of the books. The burden of reading room circulation necessarily fell upon each reading room librarian. Under this system, the fact that reading room librarians were subject specialists was of no consequence if they were forced to spend their time doing the work of clerical assistants, being bogged down with circulation activities. They had no time for real reference work or advising the students, for book selection or faculty conferences. Moreover, duplicate procedures of circulation were taking up unwarranted time in four reading rooms, procedures which could be more efficiently performed, in terms of both time and personnel, in one central department. Certainly no stronger reasons for centralizing circulation activities at the main desk could be found.

#### *The Centralized Plan is Inaugurated*

The main loan desk took over circulation activities for the whole library with little difficulty. Students brought books to the desk from the reading rooms and were charged for them. Books were returned at the same place. This change in itself was a distinct advantage for the student, who could charge and return books at the same desk instead of having to remember which room or desk they came from.

Files were not altered. Bookcards from stack books and reading room books were

filed together in the indicator file by Dewey number, call slips by the date due. A small file of second bookcards from reading room books was established, from which each room's separate circulation statistics were compiled.

Notwithstanding the ease of conversion, this experiment in centralized circulation required courage, foresight and even ingenuity. Greater responsibility for service than is, perhaps, the goal of most circulation departments, was accepted by the department.

Circulation routines of filing, charging and discharging must be kept both efficient and simple so that these clerical tasks may be handled by competent subprofessionals, leaving the supervision and coordinating processes between the department and the reading rooms for the professional librarian. Handling a vastly increased circulation, also, must not interfere with the guidance and directional assistance given the patron at the desk. Since this service often required rechecking the catalog when a patron asked help in locating a book, desk attendants felt a dual demand on their time: to be away from the loan desk as well as giving service at it. To meet this challenge, the first step in rejuvenating circulation procedures was the creation of a file which would immediately provide the desk attendants with the location of any book in the library.

All books shelved in reading rooms were listed in this master file of location. Those not listed were automatically known to be stack books. Because the latest issues and bound volumes of the last 10 years of a considerable number of periodicals are shelved in the reading rooms, a small periodical file was appended to this file. The file not only answers questions of location, but indicates what volumes are currently at the bindery. Bindery cards are

filed in it on the day a shipment is sent out.

The master file card for a book shelved in a reading room contains the author's last name, the short title, call number and copy and volume numbers. Each card is stamped with the proper reading room and all cards are filed in Dewey numerical order. The file is therefore not a duplicate of the public catalog on which a patron must depend for locating his books by author or title or subject.

After the master file had been established, cards for new books added to the reading rooms were typed by the cataloging department. A card is filed just before the new book is shelved in the reading room.

At this stage in the development of routines any question of location could be answered by desk attendants in a matter of seconds. The necessity for checking the public catalog had been eliminated. While the master file worked independently, it was still necessary to check in the numerical book-card file to determine if a book were charged out.

The final and most ingenious development in the system was the consolidation of the date-due file of call slips with the master file. By filing the call slip directly in front of the master file card for the book, it became possible to determine—by checking only once and in only one file—the location of the book, whether or not it was charged out, to whom the book was charged and when it was due so that it would be available for the person desiring it.

The streamlining of the circulation routines was completed with the installation of two Gaylord electric charging machines which speeded the time of charging to a few seconds per book, and the elimination of the two-card system of charging reading room books. Only one card was now

*(Continued on page 265)*

By SIGMUND VON FRAUENDORFER<sup>1</sup>

## International Unification of Cataloging?

*Dr. Frauendorfer is director, Bibliotek  
der Hochschule für Bodenkultur, Vienna.*

WHENEVER at special occasions the question of international unification of cataloging rules has arisen, professional librarians concerned with these problems have stated, almost unanimously, that a world-wide agreement in this field is practically impossible. One of the special reasons given is the basic difference between the Anglo-American system and the practice as prevailing in the German-speaking countries. Occasion for such discussions was offered at the time when we were told about the successful unification of English and American cataloging rules, brought about by the cooperation of the large library associations of the two countries in 1908, and later again, when in connection with the German *Gesamtkatalog* the problem of a uniform set of rules for German research libraries entered the decisive state, and finally when a uniform trade bibliography in cooperation with the Deutsche Bücherei in Leipzig was contemplated. Usually the discussions ended with the skeptical statement, it would be premature

to tackle such utopian plans, if there ever should be any need to take up such problems at all.

But not only the librarians of German-speaking countries showed this skeptical attitude toward international unification of cataloging rules. Even an organization such as the International Federation of Library Associations charged specifically with international relations in the library field and expected to encourage such developments, has treated this problem with a certain hesitation and resignation. Nevertheless, the question formed a regularly recurring feature in the program of discussions. In the last prewar meeting of the International Library Committee (Netherlands, July 1939) the reporting member of the Subcommittee on Uniform Catalogue Rules, K. D. Metcalf, stated as main task of the committee for the time being to study the cataloging rules of the various countries, to make them accessible by translations, and to compare them.

This task was splendidly performed by J. C. M. Hanson in his painstaking analysis of 19 different sets of rules which is the main contents of his book, *A Comparative Study of Cataloging Rules Based on the Anglo-American Code of 1908*, Chicago, 1939. As to the final goal, the creation of uniform internationally acceptable cataloging rules, Mr. Metcalf had made in 1939 the following rather conservative statement: "It will, however, take many years before such a goal can be looked on as more than idealistic."

<sup>1</sup> This article was written in 1947 for the "Festschrift" in honor of the 25 years' jubilee of Dr. Josef Bick, director general of the Austrian National Library. The "Festschrift" is entitled *Die Österreichische Nationalbibliothek* and has been published by H. Bauer-Verlag, Vienna 1948. The English version is reproduced with special permission of the publisher. The original text has been thoroughly revised and in some parts modified and expanded, since in the immediate postwar period, when this article was written, Austria was practically cut off from the world outside and the author had to base his statements on very fragmentary sources of information. The English translation is due to Johannes L. Dewton, of the Library of Congress, whose help is greatly appreciated by the author.

This suggests the question: What will internationally uniform cataloging accomplish? One of the main objectives of the supporters of uniform cataloging certainly is the international exchange and use of printed catalog cards, as practiced for many years within a national scope by the marvelous system of card distribution service of the Library of Congress in Washington. Within German-speaking countries the cards of the Deutsche Bücherei in Leipzig had been a promising step in this direction, taken shortly before the war. Add to this the greater ease for the creation of bibliographical central catalogs, union catalogs, etc., and the potentialities in case the book trade would join the international norms of descriptive cataloging. Thus a world of fascinating prospects opens for the future. We will concede that all this sounds rather utopian if international application is intended. One should realize, however, that the Anglo-Saxon librarians had to fight for unification against an overwhelming pessimism, and that the Prussian cataloging instructions had to overcome enormous resistance and difficulties before being more or less generally accepted in German-speaking countries. Thus one cannot deny the possibility that a unification on a world-wide scale could be accomplished with patience and steadfastness. Even if this goal would never be reached completely, partial progress toward it would mean much. Even within the linguistically homogeneous groups mentioned before a complete integration has not taken place. It may be conceded that the older generation of librarians can hardly hope to see the creation or the general acceptance of internationally uniform cataloging rules. But should that prevent us from trying everything to lead the coming generation on a way which will facilitate its professional work tremendously and will form a bypath, not quite unimportant, toward

peaceful international understanding? Certainly, these thoughts are "idealistic" according to Metcalf's expression, but of a type of—I might say—"practical idealism," without which a successful activity of librarians is unthinkable.

But where are the main difficulties which must be overcome, if a solution acceptable to all parts should be found for the problem of unification? As far as catalog cards for works of personal authors are concerned, interfiling of cards of foreign origin involves no particular problem. The situation is different in the case of so called "anonymous" writings. Here, indeed, lies a great stumbling block which has been recognized in its importance, but which has not been removed yet. The great antagonism dividing this particular field of cataloging technique can be expressed as follows: on one side preference of "corporate" authorship, combined with mechanical title arrangement according to the first word not being an article; on the other side preference of title entries according to the catchword system (usually the first noun in the nominative case).

That, schematically, is the main difference, so often discussed, between the Anglo-American cataloging technique, as codified in the *Catalog Rules* of 1908 (abbreviated *C.R.*) and the practice of the German-speaking countries, as expressed in a representative form in the *Prussian Instructions* (Pr. I.).<sup>2</sup>

First some basic remarks concerning the question of corporate bodies. There is nothing to be said against the extension of the term authorship, already used in a rather wide sense in the Pr. I., from physical individuals to legal persons. To do so is no contradiction to logic. And even if it would be against logic, it would not matter. One should not overestimate the im-

<sup>2</sup> The complete title reads: *Instruktionen für die alphabetischen Kataloge der preussischen Bibliotheken vom 10. Mai 1890.* (Various editions)

portance of formal logic in judging on problems of cataloging technique. The practical aspect of the rule, especially from the user's viewpoint, is alone deciding. Even the Pr. I. recognized legal personality as principle of entry in one case: Section 60, dealing with sales catalogs and prospectuses of commercial firms, provides entry under the name of the firm.

But the main point of criticism repeatedly raised by German critics of the *C.R.* is the complexity and diversity of the rules for corporate authorship. The basic principles are simple, easily learned and remembered, but there are too many exceptions and special rules. And, indeed, one can not always see compelling reason for the individual rule, even considering the peculiarities of Anglo-Saxon institutions and of the English language. The leading idea behind the principle of corporate authorship was evidently to find the one term on the "anonymous" title page most easily noticed and remembered by the user—certainly a reasonable and sound thought! In the case of government documents one will probably know the country and frequently the government agency. In the case of smaller administrative agencies one might remember the geographical unit or the place name. Institutions connected with a locality are probably remembered by the place. Societies, corporations, conferences, international bodies, etc., are most easily remembered by their official names. These considerations make the *C.R.* formulate three basic principles, which might roughly be formulated as follows:

1. Government publications are entered under the country (province, city), followed by the name of the agency.
2. Institutions, i.e., entities clearly connected with a locality, are entered under place, followed by the name of the institution.
3. Societies, in the widest sense, are en-

tered and filed under the first word of their official name.

A fourth rather inhomogeneous group, called "miscellaneous bodies," are treated separately. They are a group made up of bodies which do not belong to any of the groups mentioned above, as for example congresses, exhibitions, expeditions, firms, etc.

Exceptions from these three rules are hardly avoidable. To give an illustration: nobody would look for American private universities like Harvard or Yale under the place name Cambridge or New Haven. On the other hand, the state universities, the so-called land grant colleges, are generally known so well under the name of the state that the place name, which would be the entry required by the basic rule, is of no significance. These exceptions confirm the principle, to choose the commonly used and therefore generally remembered term as entry. There are also less successful solutions, as for example in the rather difficult field of laws, foreign treaties and constitutions. In these cases the name of the country should be followed by the governmental agency issuing. But frequently it is impossible to find out the agency. To keep this material together, the compilers of *C.R.* decided to disregard the basic rule and to use a method which is in fact alien to an author catalog and is borrowed from the principles which are followed in subject catalogs. All laws are entered under the country, followed by the standardized term: "*Laws, statutes, etc.*" This artificial grouping has its practical advantage, but it is arbitrary and must be "learned." One cannot expect that the average user<sup>3</sup> is prepared to keep such a rule in mind.

Everybody who has worked with the *C.R.* finds the greatest difficulty in solv-

<sup>3</sup> Always under consideration of eventual international application of cataloging rules.

ing the problem: "institution" or "society." In the individual case a decision is frequently very difficult or cannot be made at all. First of all the names given in the original publications frequently designate the character and legal statute of the corporate body involved in such a vague and even misleading manner that detailed enquiries as to the true nature of the "society" or "institution" are necessary. The term "institute" is frequently used for entities which are, according to their nature, societies. Consider the usage of the term "academy." Learned societies, but also schools, museums, etc., can be concealed under this term. There are also doubtful cases whenever an organization shows the characteristics of both institution and society at the same time. To make things still worse, the organization might also have the character of a government agency. Such cases occur frequently among the many semiofficial organizations of authoritarian governments. There it is often quite impossible to distinguish between government agencies, institutions and societies. Certainly, cross references do help in practice and are therefore used by the *C. R.* more frequently than European catalogers are used to.

The treatment of periodicals also causes doubt. The entry under the first word of the title except the article is the basic rule; but in certain cases the entry is under the corporate author. For example, the entry for the annual report of a government agency takes this form: Canada. Forest Service. Annual report; or, the proceedings of a society: Academy of Political Science. Proceedings. The reason for deviation from the basic rule is obvious. There are hundreds of annual reports and of proceedings, and one needs to know the name of the issuing agency. Why not make the best of it and emphasize the sig-

nificant term? But in this case, too, it is very difficult to draw a clear and correct distinguishing line which would be also intelligible for the user. An improvement could be found by distinguishing between periodicals with general designations as "Mitteilungen," "Bulletin," "Comptes rendus," etc., in connection with the name of the issuing organization, and periodicals with specific names whose titles include information as to the contents or some other characteristical designation.

The question is now whether it will be possible to remove these various weak spots of the *C. R.* without sacrificing the practical and useful principle of corporate authorship. Such a reform would involve the removal of the artificial and impractical dividing line between institutions and societies. One should consider entering local societies in the same way as institutions, under the place; national societies, like government agencies, under country. Geographical designations are best remembered and least complicated by synonyms. The question, to be solved in an international set of rules, of which language to accept for the names of countries and places, could be answered best by choosing the vernacular of the region concerned, as has been done in international railroad time tables. Certainly, such a rule is not always comfortable. The official name of the country might be less well known, as for instance, Eire for Ireland, Suomi for Finland. But in the interest of international application this little inconvenience—easily repaired by cross references—must be tolerated.

A general exception from this rule seems quite justified for all institutions and societies whose official names begin with a proper name (for example, as mentioned before, the Harvard and Yale Universities, or the Senckenbergische Naturforschende Gesellschaft, etc.), because in these cases

the proper name, mnemonically, is stronger than the place name. The value of the entry word as a help for the memory, after all, is the deciding factor.

With these few sketchy rules the greater part of corporate entries would be disposed of. Still, there remain the organizations which cannot be very well connected with any locality: the Catholic Church, the International Red Cross, and in general the majority of the world-wide organizations and institutions. One is tempted to follow the method of mnemonics and to enter under the significant word. But the two organizations just mentioned demonstrate already the difficulties in deciding which is the significant word. Where would the layman user of the catalog look first, under Catholic or Church, under Red or Cross or International? One recognizes that we are lost in the ocean of subjective conjecture. It seems advisable indeed to follow the Anglo-American system: entry under the first word (not being an article) of the best known name.

This example leads us to a further great difficulty in international unification. How should the genuinely anonymous writings be treated, after the corporate authors are disposed of? The Anglo-Saxons have the single and simple rule to enter under the first word of the title, even if it is an adjective or a preposition. In the German-speaking countries it is customary to enter under the first noun in the nominative case followed by other catch words. A large set of special rules governs the selection and correct order of these words. The German librarian is completely familiar with these rules, by continuous usage. It is certainly possible to learn these rules. The unbiased judge, however, will find them quite complicated and theoretical. We admit, they harmonize with subtle philosophical principles and represent a master-

piece of German scholarly thoroughness, but how about the practical result for the general public? Can anybody really claim that the governing noun (often referred to as "substantivum regens") is always the most significant word of the title? Not to mention that the sequence of words, as arranged according to the Pr. I. rules, frequently turns out to be quite odd. To illustrate—in the catalog of a large library you find as title heading the following sequence of words (in English): Government Spanish axis. The nonlibrarian will be disturbed and believe it an error until he reads the full title, "The Spanish government and the axis." But even then the layman will hardly understand how the cataloger ever arrived at this peculiar sequence of words.

Leaving aside the difficulty of disposing of a traditional habit in vogue for many decades in many great libraries, there is no real advantage in sticking to the "Ordnungswort" rules contained in Pr. I. If one considers the further complications involved by the application of the Pr. I. principle—as evidenced by the long set of rules specifically designed for treating "Sachtitel"—the balance of arguments is decidedly in favor of the simple Anglo-American technique which implies a single, easily remembered rule. The latter may be called a mechanical device and is certainly lacking a logical foundation, but it is the only practical solution of the problem.

Do these suggestions open the way for the compilation of an internationally uniform set of cataloging rules based on the revised *C. R.*? We can answer this question in the affirmative only when the librarians of the German-speaking and some other Continental European countries can be expected to make the heavy sacrifice to give up their treatment of anonymous writings and accept both corporate authorship and me-

chanical title entries. This author realizes the implications of such a step by many Continental European librarians. An enormous amount of thinking and work expended in the creation and application of the Pr. I. through many years would be lost, the tradition of generations of librarians would break off. The continuation of such great undertakings as the *Gesamtkatalog*, just begun, would suffer under the split between old and new techniques of cataloging. But we must not forget that all living matter tends toward renewal. Library work, too, is growing organically. Tradition should not prevent shedding an old, outworn garment and drawing a line to separate us from the outdated past. Is the time ripe for that? No general reply is possible. Each library will have to find its own answer independently. In every library, however, there arrives eventually the day when a new start is unavoidable. And has not the day for a new start arrived already among the ruins of Europe, where so many libraries are destroyed and have to start reconstruction *ex fundamentis*?

It may be worth while to say a few words on the geopolitical situation of the library world, if I may use this expression. We talked of an Anglo-American cataloging technique. Accurately speaking, the zone of influence of the *C. R.* surpasses the English-speaking world by far. We know that Romance countries have introduced corporate authorship many years ago (independent from the *C. R.*) so that a change to the *C. R.* will come easily there. The same tendency is shown by the young, promising libraries of Latin America. American library influence is strongly felt in Scandinavian countries, especially in Denmark and Norway.

As to corporate authorship there is now even a tendency to favor it in German libraries, while the National Library of

Bern is so far the only library which has adopted them in Switzerland (in its new unpublished rules).

It is also quite important that a group of international institutions in Europe (League of Nations, International Labor Office, International Institute of Agriculture) has accepted the Anglo-American rules long before the United Nations or Unesco existed. Even a venerable library with a long tradition, the Vaticana, has accepted Anglo-American cataloging technique in its principles and in many details in the *Norme per il catalogo degli stampati*, thus creating the most modern, comprehensive and detailed set of rules of recent years. Most significant and—from the viewpoint of world politics—highly surprising is the fact that Soviet Russia remodeled its cataloging technique according to Anglo-American principles. This occurred within the authoritarian reorganization of her cultural life, in spite of strong counter tendencies which, for some time, pointed in favor of the Pr. I. We must admit that under these circumstances the stronghold formerly held by central Europe has also been lost in this nonpolitical field. Is it dishonorable to join an overwhelming majority, if only practical things are concerned and no loss of ideological values is involved, and if finally a compromise will bring advantages to all parties concerned?

In considering the pros and cons of the radical change we propose one should be careful not to be influenced by emotional sentiments or by considerations of national pride or prestige. Library service is simply a matter of practical utility. It is not the law per se (in our case the cataloging rules) that matters, but its usefulness and practicability for the average library user. Therefore the librarian, as the politician, must accept a realistic, and that means in

our days to some extent, a cosmopolitan point of view.

The body which is in a position to approach the problems outlined above ex officio is the International Federation of Library Associations. One of its subcommittees is in charge of the unification of cataloging rules. It is gratifying to find in one of the recent reports on the activities of this committee written by J. Ansteinsson, librarian, Technical Institute Library, Trondheim, Norway, an evaluation of the international cataloging situation which stresses the same points, hints at the same difficulties and intimates a similar approach to a solution as the writer of this article has done quite independently.<sup>4</sup>

It is also pleasant to know clearly from a former report of the International Committee of Libraries<sup>5</sup> that everywhere, and especially in the United States, the interest in cataloging problems has grown considerably within recent years. A new healthy self-criticism of methods has gained space. How significant, that in a paper by J. C. M. Hanson, the Nestor among American cataloging experts, who himself has worked on the creation of the *C. R.* in an influential position, after a long experience and at the end of his career, frankly confesses that he is in doubt whether the standard rules for corporate authorship really constitute a perfect solution of this difficult problem. Hanson regrets—so we read in A. D. Osborn's report on *Cataloging Developments in the United States 1940-1947* (Annex VI of the *Proceedings*)—that the problem of corporate authorship never had been the object of serious study, after the *C. R.* were established, and that nobody has clearly worked out the “fundamental theory” of corporate authorship. Osborn, following

Hanson, shows, how in many individual cases the *C. R.* cause doubt and disorganization, drastically pointing out the difficulties which result from the frequently occurring changes of names of government agencies, institutions and societies. Osborn is certainly right in saying, “We are sure that the corporate entry is sound in theory, but we are not so sure when it comes to individual cases.” The practical conclusion, drawn by the Americans from this situation, is that the *C. R.* needs a thorough revision in the treatment of corporate authorship. A revised text of the rules is planned and a preliminary draft was published in 1941. The decisive problems, however, were not touched upon, and, therefore, the draft was rejected by many. A final version of the new *C. R.* must be preceded by a “thorough investigation of the corporate entry.” This opens a valuable and perhaps unique chance for countries which do not use the *C. R.* to make their influence felt in the final rules.

Not only in the United States, but also in other countries voices are heard, very different from the tired skepticism which prevailed in 1939 in the Hague, when the same committee discussed the topic of uniform cataloging. So in France a strong movement in favor of unification of catalogs led to the publication of a national code of cataloging in 1945, which is, however, rather vague as far as corporate entries are concerned (according to the statement of Mr. Ansteinsson). Still more receptive to international tendencies of unification are the librarians of Czechoslovakia. They realize that they are in the focal point of the struggle between the Pr. I. and the *C. R.*, the latter basically accepted by Russia. An anonymous reporter for Czechoslovakia, describing in the *C. I. B. report of 1947* the library development of his country, calls the diversity of the Ger-

<sup>4</sup> Actes du Comité international des bibliothèques, 14me session, Londres 20-23 sept. 1948. La Haye, 1949.  
<sup>5</sup> Actes du Comité international des bibliothèques, 13me session, Oslo 20-22 mai 1947. La Haye, 1947.

man and the American concept, historically represented by the influential personalities of Cutter and Dzitzko, the real core of the international unification problem. The Czechoslovakian report recognizes fully the thoroughness and logical consistency of the Pr. I., but emphasizes the usefulness of corporate authorship, especially taking into consideration the enormous increase of "anonymous" publications.

It is clear that a fundamental prerequisite for an international code of cataloging rules is national unification of cataloging practice. In many countries there is still

considerable inconsistency and diversity between the different types of libraries and sometimes between linguistic groups. But the progress in national codification may and should be accompanied by efforts to promote international unification. It is up to the International Federation of Library Associations to attack the main problems which are sketchily outlined in this article with energy and with the optimistic feeling that in spite of all obstacles the final target will be reached and will work out to the benefit of all.

## Remodel While You Work

*(Continued from page 236)*

and during operations in order to adjust the minds of the public and staff to the extraordinary conditions prevailing. In due time, preparations to reoccupy the refinished building should be made in some detail, to proceed by department or section, perhaps as construction work is completed. A celebration by staff, public and friends might well signalize the termination of the alterations work or of a particularly significant portion of it (such as a rare book room or an undergraduate library). It would mark the cessation of a particularly difficult and trying experience and might open a new era in library history.

It is difficult to anticipate the contingencies which may arise while revising and adding to existing construction. For this reason remodeling is less sought by building contractors than is new construction, and if

revisions are to be very comprehensive, unit costs may run higher than for new work. Extensive alterations during occupancy are disadvantageous both to contractor and librarians, and the most workable compromise should be made between normal library function and the complete abandonment of the building to plasterers, painters and plumbers.

Remodeling calls for careful, creative planning, adequate funding, meticulous coordination and limitless reserves of staff good will and endurance. But if the old building is to continue as a modern library, an educational force and research center, and as a workshop for an inspired library staff, it must be continuously reshaped in the image of that fleeting goal, ideal function, and of that evanescent measure of good and beauty, our hearts' desire.

By CARL BJÖRBOM

## A Plan for Centralized Cataloging

*Mr. Björkbom is head librarian, Royal Institute of Technology Library, Stockholm, Sweden.*

Catalogs have a fundamental role in the administration of a library and constitute a necessary tool for making its literary resources available to readers. Accordingly much work goes into making the catalogs as complete and as exhaustive as possible.

On the other hand, cataloging must not be considered as the librarian's chief task and must not be cultivated with too many refinements at the expense of other library work, especially acquisition and reference work. F. E. Fitzgerald is quite right in pointing out in *Special Libraries* for February 1946 that clerical work takes too much time in libraries.

In recent years cataloging costs have been the object of some investigation in America, and the results of these studies have been surprising not only for librarians but even more for trustees and governing authorities. Fremont Rider has published data regarding one Wesleyan University Library in his remarkable book *The Scholar and the Future of the Research Library* (1944). He contends that cataloging costs amount on the average to \$1.05 per book. The average price for the book was \$2.90 and the binding costs \$1.50.

The relative cataloging costs are still more striking if one compares the total costs divided by the number of books, since American university libraries generally acquire a great many volumes as gifts or in exchange, and many of these books are already bound when they enter the library.

The unit cost data given by Rider are: acquisition, \$0.95; binding, \$0.40; and cataloging, \$1.05.

Of these three expenses cataloging costs are the only ones which could be reduced by means of refinement of organization. Much has already been achieved in this field. Clerical staff members—at least in some libraries—are now assigned to copying titles of books.

Simplified cataloging has been tried in some libraries, but the saving in labor has no relation to the reduced value of the catalogs. One must always remember that catalogs are of value not only to the patrons but also the staff, and that the omission of certain data on the catalog cards may mean more work to the librarians engaged in searching or bibliographical work.

The only way of reducing the costs would be to organize centralized cataloging. It must seem irrational that as soon as a book has been published and acquired by the libraries, hundreds of catalogers sit down to an absolutely identical job of transferring certain data from the title page to the catalog card.

A fundamental condition for a central cataloging service is, of course, that the catalogs in the different libraries have the same format and style. With regard to the format, 3" x 5" (75 x 125mm) cards have been standardized for most libraries. With regard to the style of catalog codes, however, we are still far from any standard, at least internationally.

But the prospect for centralized cataloging is not so dismal as it would seem at

the first sight. Cataloging consists of three operations: copying of the title, collation and selection of the heading. The basic difference between the different cataloging codes revolves around the heading. At all events, the heading is the only part of the catalog card which is of fundamental importance for an individual cataloging system. It should therefore be possible to make a unit card, containing the transcription of the title and the collation, to which different libraries could add the heading appropriate to their cataloging system. One must only remember that the title must then be given in full, since the word used as heading or corporate heading is generally omitted in the transcription of the title.

Centralized cataloging can be effected in two ways, either by having the cards made by a central institution which duplicates the cards for distribution to other libraries, or by having the catalog cards made by the producers of the books so that the cards could be delivered to the libraries at the same time as the book. The first way is the only one as yet tried, but it has a very serious disadvantage, *viz.*, the inevitable delay which results from the fact that the cards must be ordered by the different libraries.

The other way would, of course, be ideal, but it is quite impossible to think

that all publishers should give this service to their customers. On the other hand, even if only some of them could provide cards which could be used by the majority of the libraries, this would mean a great help and a reduction of cataloging costs.

There is one class of publishers which could be said to have a special obligation in this matter. These are scientific societies and institutions. Their publications are distributed as exchanges or as gifts to libraries. As a rule, they have their own libraries and staffs competent to make the original cards. These institutions often spend a lot of money in order to publish the results of their investigations, and it is reasonable that they should spend a bit more in order to help the libraries bring their publications to the attention of readers. It must be remembered that the cataloging of serials published by societies and institutions generally takes more time than the cataloging of ordinary books.

The Royal Institute of Technology, Stockholm, has for some years been sending with each issue of its *Handlingar (Transactions)* a strip to be cut up into three cards, two of them to be used as entries for each number in the author and the subject catalogs respectively; the third to be used as a series card. A similar program by other institutions would be a great help to the libraries all over the world.

### Correction

The statistics published in the issue for April 1951 contain a serious error on p.185. In the salary statistics for "Group II Libraries" Denison University is listed as paying \$1,200-\$1,900 to all other professional assistants (10 months basis). Actually, these salaries should have been entered under "All Nonprofessional Assistants."

Opposite "Low" at the foot of this page the column headed "All Other Professional Assistants" should read \$1,800 instead of \$1,200.

Apologies are due Denison for this calumny and appreciation for the good humor with which this error has been treated.—*Arthur T. Hamlin.*

By ROBERT E. MAIZELL

## The Subject-Departmentalized Public Library

*Mr. Maizell is librarian, Research Laboratory, Mathieson Chemical Corporation, Niagara Falls.*

**T**HREE is no doubt that subject departmentalization has become one of the most significant forms of public library organization. Over seven million people live in the areas served by the nine public libraries which are organized entirely on the basis of subject departments. Many millions more live in the areas served by additional public libraries which have at least one subject department each. Since 1924, with the notable exception of Philadelphia, virtually every major public library building erected in this country has been very largely or entirely a subject-departmentalized library.

The purposes of this study are to clarify the meaning of subject departmentalization, to summarize its historical development, to indicate the problems involved in the plan, and to develop a body of principles for the guidance of administrators of subject-departmentalized libraries. Although it is primarily concerned with public libraries, the discussion has relevance to the academic library as well. In the preparation of this study, the first step was to survey the literature on the topic, including annual reports of departmentalized libraries. The writings of Barton, McDiarmid, Martin and Phelps should be mentioned as being especially noteworthy.<sup>1</sup> On the basis of this

survey it was possible to gain some idea of the historical development of subject departmentalization. It was also possible to construct a checklist of what appeared to be the major problems and principles involved in subject departmentalization. The checklist was submitted in the form of a rating sheet to a group of librarians now working in departmentalized libraries in order to secure their judgments as to the importance of the problems and the validity of the principles. A total of 53 replies was received from the top administrators and subject department heads in five departmentalized libraries: Brooklyn, Cleveland, Enoch Pratt of Baltimore, Los Angeles and Toledo.

### *The Meaning of Subject Departmentation*

Before defining what is meant by subject departmentalization, it may be well to enumerate the several major kinds of public library organization which exist today.

1. Libraries with very few or no subject departments and with a major distinction between circulating and reference materials. This is known as the functional type of organization and is exemplified by the St. Louis Public Library.

2. Libraries with several subject departments and with the distinction between circu-

218-33. Chicago, University of Chicago Press, 1943.  
McDiarmid, E. W., and McDiarmid, J. *The Administration of the American Public Library*. Chicago, American Library Association, 1943, p.69-143.

Los Angeles, Bureau of Budget and Efficiency. *Organization . . . of the Los Angeles Public Library*. Los Angeles, 1948-49. 6v.

Phelps, R. B. "The Effects of Organizational Patterns on Reference Work . . ." Ph.D. dissertation, University of Chicago, Graduate Library School, 1943. Typewritten.

<sup>1</sup> See the following:

Barton, M. "Administrative Problems in Reference Work." In *The Reference Function of the Library*, p.

lating and reference materials less clear than in the first type mentioned. This is known as the partial or mixed type of departmental organization. An example is the Boston Public Library.

3. Libraries with many subject departments and with only a few fields of knowledge remaining not departmentalized. This type of library is in a stage of transition toward complete departmentation. An example is the Detroit Public Library.

4. Completely departmentalized libraries. This type is organized entirely on the basis of subject departments and is the only type correctly referred to as the subject-departmentalized library. Examples are Brooklyn, Cleveland and Los Angeles. It is this type with which this study is concerned.

The distinctions made above, though clearly not of a hairline nature, are important and should be borne in mind. We may now describe the subject-departmentalized library more fully as one which consists of a number of subject departments, each of which covers a major segment of the recorded knowledge of mankind; contains both circulating and reference materials of all kinds within this segment of knowledge; and is staffed, in an ideal situation, by a group of librarians who are well versed in the literature of the subjects contained in the department. It should be readily apparent that the plan is similar to the departmentalized arrangement in many university libraries. The major points of difference are that in the public library there are fewer departments (perhaps six or seven) and these are in a central building rather than being dispersed about a campus. Nevertheless, many of the problems and principles involved should be the same.

#### *The History of Subject Departmentation*

The roots of public library subject departmentation extend surprisingly far down into American library history; in fact, its origin may be traced as far back as the lat-

ter part of the nineteenth century. The early growth of subject departmentation may be attributed to a variety of influences. One of these was the development of college and university libraries in the latter part of the last century. Another influence was the presence of previously existing forms of public library departmentation, such as reference and circulation departments and children's rooms. This meant that libraries had by now grown sufficiently large and complex to warrant division of labor and specialization. The presence of certain special collections which could be developed into subject departments was a third factor. A fourth influence was the emergence of clearly defined community interest groups which seemed to need special services. Thus, the first subject departments were usually in the areas of music, art, business or technology.

William F. Poole, who is best remembered today for his index of nineteenth-century periodical literature, is usually given credit for the origin of the idea of subject departmentation. His ideas on the subject were first expressed in a very tentative form in 1876,<sup>2</sup> matured slowly over a period of years,<sup>3</sup> and ultimately found full realization with the completion of the Newberry Library building in Chicago in 1893.

Perhaps the first individual subject departments to appear in a large *public* library were in the Boston Public Library. In its new building, which was occupied in 1895, Boston had introduced a special libraries floor with a fine arts department and an industrial arts department. Later in 1898, Librarian Herbert Putnam established a Department of Documents and Statistics whose stated functions were very similar to those of the modern subject de-

<sup>2</sup> Poole, W. F. [Comments] *Library Journal*, 1:125, 1876.  
<sup>3</sup> \_\_\_\_\_, "The Construction of Library Buildings," *Library Journal*, 6:69-77, April 1881.

partment.<sup>4</sup> In 1900 the Providence Public Library, under the guidance of William E. Foster, also opened a special library floor with an industrial library, an art library and a music library.<sup>5</sup>

While all of the advances mentioned so far are important, they represent relatively immature forms of subject departmentation. There is no evidence in the writings of most of the founders of the early departmentalized libraries that they could foresee the development of many of the activities and advantages of subject departmentation, which appeared naturally after the opening of these libraries and which began to be mentioned in the annual reports and other publications. Such advantages included the development of staff proficiency in limited subject areas, more effective book selection, easy detection of gaps in the collection and facilitation of special services to groups. Instead, these early thinkers were preoccupied with matters of physical convenience and arrangement; and so long as subject departmentation continued to be regarded as a mere grouping together of circulating and reference books on the same subject, further progress could not be expected. To put it more directly, subject departmentation could be exploited fully only if its potentialities—particularly the development of staff subject specialization—were realized, seized upon and developed. This is a generalization which remains true even for today's departmentalized libraries.

To the Cleveland Public Library falls the honor of first carrying the idea of subject departmentation through to its logical conclusion, and thus of becoming the first completely departmentalized public library. As early as 1890<sup>6</sup> Librarian William How-

<sup>4</sup> Boston Public Library. *Annual Report*, 1898, p.40.  
<sup>5</sup> Foster, W. E. "The Providence Public Library." *Library Journal*, 25:128-32, May 1900.

<sup>6</sup> Brett, W. H. "The Rearrangement of the Cleveland Public Library." *Library Journal*, 15:136-7, May 1890.

ard Brett and his staff began mapping out the departmentalized arrangement which went into effect when the library moved into its new temporary quarters in 1913. It was evident almost from the beginning that Brett, unlike others who had previously been interested in subject departmentation, saw clearly the essential nature of the plan and was thus in a good position to take full advantage of it.

Since then, the plan has been adopted with varying modifications by Los Angeles; Baltimore; Rochester; Brooklyn; Toledo; Worcester, Mass.; London, Ont., Can.; and most recently by Washington, D.C.<sup>7</sup> Special mention should be made of Joseph L. Wheeler who helped introduce the preliminary stages of departmentation in the Los Angeles Public Library, and who later helped develop the Enoch Pratt building. This building, incidentally, is believed to be very satisfactory for subject departmentation, and its open-plan design has since been adopted by other libraries.<sup>8</sup>

In addition, several other libraries are now moving toward complete departmentation. Carl Vitz has recently described Cincinnati's proposed new building and its plan for departmentation.<sup>9</sup> Detroit is also moving toward complete departmentation but will apparently remain in its present building. It seems safe to predict that within the next 25 years or so a number of other large public libraries will have become completely departmentalized. The pressure of important community groups and interests and the inability to develop book collections adequately under the older forms of organization would appear to be the primary factors impelling a move in this direction.

<sup>7</sup> Peterson, H. N. "D. C. Reorganizes Divisions." *Library Journal*, 75:78-81, 92, Jan. 15, 1950; "All Applaud D.C. Change." *Library Journal*, 75:143-6, Feb. 1, 1950.

<sup>8</sup> Githens, A. "The Complete Development of the Open Plan in the Enoch Pratt Free Library in Baltimore." *Library Journal*, 58:81-5, May 1933.

<sup>9</sup> Vitz, C. "Real Economy but No Sacrifice." *Library Journal*, 74:1873-6, Dec. 15, 1949.

### *Problems Involved in Subject Departmentation*

Like any other form of organization, subject departmentation has distinct disadvantages as well as advantages. In a review of the literature on the topic, certain problems were found to occur with some degree of regularity. These seemed to arise mainly from the splitting up of the field of knowledge into separate physical and administrative units. Difficulties may also stem from the fact that a library, organized on the basis of subject departments, may lose some of the advantages of other forms of organization. The problems encountered will vary with the subject department and are often directly related to the building layout or to the availability of funds.

It is obvious that subject departmentation should not be adopted merely because it seems to be fashionable at the moment, but rather on the basis of such factors as a clearly demonstrated need for this form of organization and feasibility in terms of availability of personnel, financial resources and suitable physical plant. This word of caution is directed particularly at smaller libraries which may be considering the plan, and to those larger libraries which may not have good financial prospects. It should be realized that subject departmentation brings with it an increased number of service stations and usually an increased volume of service, both of which may place a strain on the library's human and fiscal resources.<sup>10</sup> In such cases it may be wise to introduce only such subject departments as seem to be warranted by the needs of the community.

In an attempt to determine the reactions of those now working in departmentalized

libraries to the problems described in the literature on the subject, the rating sheet mentioned at the beginning of this paper was submitted to the group of 53 librarians in five libraries. The results indicate that the respondents feel that while those problems which do occur are not overly serious, subject departmentation has definite faults which bear watching, especially in newly departmentalized libraries. A breakdown of the replies of the five participating institutions showed very few points of agreement. The seriousness of the problems fluctuated from library to library evidently due to the large number of variables involved. Both the literature and the replies on the rating sheets give evidence that those now working in departmentalized libraries have enthusiasm for and confidence in their form of organization.

### *Problems*

Below is a listing of the 12 problems most commonly met in subject departmentation as ranked in order of importance according to the votes of the participating librarians. Problems ranked from *one* through *nine* were thought to be of moderate importance. The remaining three problems were thought by most respondents to be of negligible importance, but should, nevertheless, not be disregarded since mention was made in the literature. A few interpretative comments are supplied in parentheses.

1. The classification of books of interest to several departments.
2. Personnel may lack knowledge of related material in other departments. (This is particularly true of newcomers.)
3. Recruiting of a properly qualified staff. (This is especially difficult for science departments.)
4. Handling of reference questions which cut across the interests of several departments.
5. Coordination of the activities of the subject departments.

<sup>10</sup> For example, see Los Angeles, Bureau of Budget and Efficiency, *op.cit.*, 1:62. It is the contention of that report that the Los Angeles Public Library taxed itself unduly by the introduction and retention of a large number of subject departments.

6. Departments may assume excessively self-sufficient attitude and hence will not use related material elsewhere. (This means that departments may tend to become *compartments*.)

7. Coordination of the work of the catalog department with the needs of the subject departments.

8. Shunting of readers from department to department, especially when a difficult reference question is involved.

9. Subjects falling between departments may be slighted in book selection.

10. Undue variation of departments in policies and quality of service.

11. Specialist may be favored at expense of nonspecialist or layman. (While the literature frequently claimed that the layman was placed at a disadvantage by subject departmentation, most respondents thought that this was not the case.)<sup>11</sup>

12. Increased volume of public demand may result, thus placing a strain on the library. (This applies particularly to smaller institutions.)

### Principles

Subject departmentation is not a self-operating, self-adjusting form of organization. In order to take full advantage of the plan, most departmentalized libraries have found it desirable to follow certain basic operational and administrative principles. A study of the annual reports of several of the departmentalized libraries over a period of years reveals an increasing realization of the need for coordination and cooperation among departments. This is in contrast to the attitude of departmental self-sufficiency which frequently appears shortly after subject departmentation has been first introduced in particular libraries.

The search of the literature revealed 16 principles which are now in actual operation or which have been suggested as possible future developments of value. The response of the 53 librarians to most of the principles

<sup>11</sup> For a strong statement of the problem see: Stanley Jast. *The Library and the Community*. London, Nelson, 1939. p.84.

was enthusiastic. One person commented hopefully that "it would be Utopia if all these principles were followed." Further, there was considerable agreement among the votes of the participating libraries. An especially heavy affirmative vote was given to those principles which tended to promote unity and cooperation.

The principles are listed below in the order in which they were ranked by the votes of the respondents. Those principles ranked from *one* through *eleven* can probably be safely followed by any departmentalized library, at least as far as can be judged from the vote given these principles. Principles ranked from *twelve* through *sixteen* received, on the whole, what were equivalent to negative or unfavorable votes. However, mention in the literature, as well as the presence of some favorable votes, seems to indicate that these principles are not without value and are at least worthy of consideration.

1. Strategically located information desk for the guidance of readers.

2. Departments should be uniform in policies and in quality of service as far as possible.

3. Related departments located on the same floor and adjacent to one another.

4. Departmental catalogs with references to related material in other departments.

5. Person in charge of main building for coordinating purposes.

6. Frequent meetings of subject department heads.

7. Staff knowledge of related material in other departments. (This should lessen the need for duplication of materials and should improve reference service.)

8. If staff has knowledge of the literature of the subjects in their departments, they need not necessarily be subject specialists. (Ideally, both qualities are needed.)

9. Grouping of related departments into larger divisions, such as Sciences, Social Sciences, etc., for improving coordination. (This is similar to the divisional plan of some university libraries. Worcester is the only pub-

lic library known to be using the plan.)

10. Occasional rotation of personnel among related departments. (Primarily desirable for newcomers to the library.)

11. Use of the popular library to provide improved service to laymen. (The popular library consists of a carefully selected group of fiction and nonfiction books covering all fields of knowledge and is somewhat akin to a college browsing room.)

12. Choosing of subject department heads for subject and bibliographical knowledge primarily and for administrative ability only secondarily. (Many respondents felt both qualities were needed.)

13. Five professional staff members for an average department. (Too many variables entered into the picture to offer this as a valid figure, but it may well represent a minimum for a larger library.)

14. Use of general reference department as a coordinating device. (The low vote here was due to the fact that Brooklyn and Los Angeles have no such department at all but have absorbed its functions into one of the subject departments. Cincinnati is planning to do the same in its proposed new building.)

15. Shelving books where of most value to readers rather than according to a formal classification scheme. (An example of this idea is the so-called reader interest plan developed by Ralph Ulveling at the Detroit Public Library.)

16. Subject departments performing own cataloging under central supervision. (This is the concept of decentralized cataloging and was suggested here as a possible future development of value. It was frowned upon by the respondents, most of whom were fearful of the expense and work-load involved.)

### Conclusion

It is hard to say whether subject departmentalization represents the ultimate in public library organization, but it is noteworthy that no other important form of public library organization has developed during the past 40 years. Departmentalized college and university libraries have much in common with this form of organization; a mutual exchange of ideas and experiences might be helpful both in avoiding mistakes and in paving the way for future advances. Academic libraries would appear to be equally as susceptible to most of the pitfalls listed in the section on "Problems" as are public libraries; some of them, for example, have already experienced the perils of an excessively large number of independent departmental libraries. The section on "Principles" also seems to be applicable to the academic library. The divisional library (Principle 9) is an example of an idea which seems to have been first hinted at by the subject-departmentalized public library, was then fully developed by a university librarian,<sup>12</sup> and is now being considered again by some public librarians. This is an idea with numerous ramifications and possibilities and would seem to be one of the most fruitful avenues for the process of joint exploration suggested above.

<sup>12</sup> Ellsworth, R. E. "Colorado University's Divisional Reading Room Plan . . ." *College and Research Libraries*, 2:103-9, 1942, March 1941.

By ROBERT H. MULLER

## College and University Library Buildings, 1929-1949

*Dr. Muller is director of libraries, Southern Illinois University, and chairman, A.C.R.L. Committee on College and University Library Buildings.*

THE accompanying statistical table completes a series of three compilations of college and university library buildings which were derived from the returns of a questionnaire survey conducted in the fall of 1949. The first compilation covered buildings under construction, or in the contract-drawing stage, in 1950;<sup>1</sup> the second one supplied data about buildings expected to be constructed during the next decade.<sup>2</sup>

The present final statistical instalment covers library buildings erected since the beginning of the depression through the prosperity period following World War II. The compilation, although comprehensive, is not 100 per cent complete since it includes only accredited institutions listed in *American Colleges and Universities* (A. J. Brumbaugh, ed. 5th ed. Washington, American Council on Education, 1948), plus a few nonaccredited ones that were on addressograph stencils used by the A.L.A. Headquarters, and only those that returned the questionnaires.<sup>3</sup>

The 146 library buildings are listed in

<sup>1</sup> Muller, Robert H. "Library Building Construction Among Colleges and Universities." *College and Research Libraries*, 11:259-61, July 1950.

<sup>2</sup> Muller, Robert H. "Future Library Building Trends Among Colleges and Universities." *College and Research Libraries*, 12:33-36, January 1951.

<sup>3</sup> Of the 820 accredited institutions listed in *American Colleges and Universities*, 430 returned questionnaires (52 per cent). Since the questionnaire emphasized aspects more pertinent to recent than to older buildings, it is reasonable to assume that most of the institutions failing to return questionnaires had relatively old library buildings.

the order of estimated effective floor area for book storage and seats, from the largest (Columbia University) to the smallest (Hardin College). The floor area was estimated on the basis of volume capacity plus seats, assuming that on the average 15 active library volumes require one square foot of floor area, and one library seat requires 25 square feet.

The primary purpose of publishing the compilation is a practical one. It should enable the planners of new library buildings to locate buildings of similar size constructed in the past. It might be assumed that library building problems of institutions of similar size and more alike than problems of institutions of widely varying sizes, everything else being equal. In a few instances where size is not considered of primary importance, it should not be too difficult to use the list for locating institutions of similar nature, such as technological schools, teachers' colleges, women's colleges, southern colleges, liberal arts colleges, universities of complex organization, etc., even though the buildings are not arranged according to such categories.

One of the most frequent type of request addressed to the A.C.R.L. Committee on College and University Library Buildings is for locations of library buildings that might be visited with profit or otherwise contacted by the librarian, architect, or president of an institution engaged in planning a new library building. Such requests seem to occur to planners as the natural first step in orienting themselves in

**COLLEGE AND UNIVERSITY LIBRARY BUILDINGS  
CONSTRUCTED 1929-1949**  
(Arranged in the Order of Estimated Size)

Name of Institution	Year Built	Total Volume Capacity	Building now Filled (x for yes)	Seats plus Carrels in Main Library	Adequate (Ad) Ample (Am) Insufficient (In)
Columbia U., New York, N. Y.	1934	1,668,579	x	2,377	(Ad)
Princeton U., Princeton, N. J.	1948	1,800,000		1,800	(Ad)
U. of Colo., Boulder, Colo.	1939	1,000,000		1,250	(Ad)
Duke U., Durham, N. C.	1930	900,000		1,150	(Ad)
U. of Ala., University, Ala.	1939	275,000	x	2,600	(Am)
U. of Calif., Los Angeles, Calif.	1929	620,000	x	1,481	(In)
U. of Rochester, Rochester, N. Y.	1930	977,393		502	(Am)
Rice Inst., Houston, Tex.	1949	800,000		813	(Am)
Northwestern U., Evanston, Ill.	1932	600,000	x	1,084	(In)
U. of Maine, Orono, Maine	1947	721,000		427	(In)
U. of Mo., Columbia, Mo.	1936	450,000	x	1,300	(In)
U. of N. C., Chapel Hill, N. C.	1929	500,000	x	1,162	(In)
Vanderbilt U., Nashville, Tenn.	1941	535,000		1,020	(Am)
U. of Fla., Gainesville, Fla.	1930	450,000		1,134	(Ad)
U. of Utah, Salt Lake City, Utah	1935	450,000	x	930	(Ad)
U. of Southern Calif., Los Angeles, Calif.	1932	370,882	x	1,078	(In)
Colo. St. Coll. of Ed., Greeley, Colo.	1940	400,000		900	(Ad)
U. of Va., Charlottesville, Va.	1938	400,436	x	800	(Ad)
U. of Oreg., Eugene, Oreg.	1937	385,253	x	806	(In)
Ill. St. Normal U., Normal, Ill.	1940	295,000		876	(Ad)
U. of N. Mex., Albuquerque, N. Mex.	1938	250,000		864	(In)
Drew U., Madison, N. J.	1939	400,000		363	(Am)
Howard U., Washington, D. C.	1938	339,047		365	(In)
Temple U., Philadelphia, Pa.	1935	254,213	x	591	(Am)
Lehigh U., Bethlehem, Pa.	1929	320,000	x	387	(Ad)
Fla. St. U., Tallahassee, Fla.	1930	195,578	x	716	(In)
Ohio U., Athens, Ohio	1931	205,738		635	(In)
U. of Conn., Storrs, Conn.	1939	230,000		592	(Ad)
Duke U., Durham, N. C.	1938	300,000		370	(Am)
U. of S. C., Columbia, S. C.	1941	280,000		390	(Ad)
Brooklyn Coll., Brooklyn, N. Y.	1938	131,032	x	860	(In)
W. Va. U., Morgantown, W. Va.	1931	221,916	x	539	(In)
N. Tex. St. Coll., Denton, Tex.	1937	168,218	x	676	(Ad)
Pa. St. Coll., State College, Pa.	1939	228,696	x	496	(In)
Southern Methodist U., Dallas, Tex.	1940	199,000	x	556	(In)
U. of Tenn., Knoxville, Tenn.	1932	194,738	x	500	(Ad)
Tenn. Tech. Coll., Lubbock, Tex.	1938	87,500	x	767	(Ad)
Tenn. Polytechnic Inst., Cookeville, Tenn.	1949	125,000		626	(Am)
Washington & Lee U., Lexington, Va.	1941	260,800		249	(Ad)
Atlanta U., Atlanta, Ga.	1931	181,000	x	460	(Am)
San Jose St. Coll., San Jose, Calif.	1941	130,000	x	575	(In)
Lincoln U., Jefferson City, Mo.	1949	154,056		485	(Ad)
George Washington U., Washington, D. C.	1939	135,000	x	528	(In)
Mont. St. Coll., Bozeman, Mont.	1949	210,000		324	(In)
Central Mo. Coll., Warrensburg, Mo.	1939	195,000		351	(Ad)
U. of Md., College Park, Md.	1931	135,000	x	510	(In)
Fla. A. & M. Coll. for Negroes, Tallahassee, Fla.	1948	126,484		506	(Ad)
Southern U. and A. & M. Coll., Baton Rouge, La.	1941	90,000		601	(Am)
Eastern Washington Coll. of Ed., Cheney, Wash.	1940	150,000	x	384	(Am)
Milwaukee-Downer Coll., Milwaukee, Wis.	1937	176,249		329	(Am)
E. Tex. St. Teachers Coll., Commerce, Tex.	1930	113,339	x	406	(Am)
A. & M. Coll. of Tex., College Station, Tex.	1930	160,000		325	(In)
Franklin & Marshall Coll., Lancaster, Pa.	1938	161,000		308	(Am)
Premio St. Coll., Fresno, Calif.	1933	93,000	x	474	(Ad)
Fla. U., Nashville, Tenn.	1930	148,566	x	316	(Ad)
Kent St. Coll., Kent, Ohio	1929	94,000	x	450	(In)
U. of Mass., Amherst, Mass.	1935	135,000	x	330	(In)
Municipal U. of Wichita, Wichita, Kans.	1939	120,000		382	(Am)
Southwestern La. Inst., Lafayette, La.	1939	74,893	x	482	(Am)
Mary Washington Coll. of the U. of Va., Fredericksburg, Va.	1941	122,003		350	(Am)
Southwest Mo. St. Coll., Cape Girardeau, Mo.	1939	105,000		365	(Am)
Northwest Mo. St. Teachers Coll., Maryville, Mo.	1939	135,000		276	(Am)
St. Teachers Coll., Bemidji, Minn.	1949	122,000		310	(Am)
MacMurray Coll. for Women, Jacksonville, Ill.	1941	99,000		366	(Am)
Albion Coll., Albion, Mich.	1938	130,365		267	(Ad)
E. Central St. Coll., Ada, Okla.	1949	107,000		322	(Am)
Immaculate Heart Coll., Los Angeles, Calif.	1947	145,000		220	(Ad)
Skidmore Coll., Saratoga Springs, N. Y.	1940	100,000		337	(Ad)
St. Bonaventure Coll. & Seminary, St. Bonaventure, N. Y.	1937	148,000		200	(Ad)
Madison Coll., Harrisonburg, Va.	1939	89,001		350	(Am)
Ga. Teachers Coll., Collegeboro, Ga.	1939	48,000		450	(Am)
Western St. Coll. of Colo., Gunnison, Colo.	1939	111,000		281	(Am)
Agnes Scott Coll., Decatur, Ga.	1936	106,000		294	(Am)
Gettysburg Coll., Gettysburg, Pa.	1929	100,000	x	300	(Am)
Denison U., Granville, Ohio	1937	104,825		286	(In)
St. Mary's Coll., Notre Dame, Holy Cross, Ind.	1942	122,751		232	(Am)
American Int. Coll., Springfield, Mass.	1949	67,000		390	(Am)
Gustavus Adolphus Coll., St. Peter, Minn.	1948	100,000		260	(In)

Name of Institution	Year Built	Total Volume Capacity	Building now Filled (x for yes)	Seats plus Carrels in Main Library	Seats Adequate (Ad)	Seats Insufficient (In)
U. of Kan., City, Kansas City, Mo.	1936	125,000	x	185	(In)	
Sweet Briar Coll., Sweet Briar, Va.	1929	81,603	x	300	(Ad)	
Carson-Newman Coll., Jefferson City, Tenn.	1949	100,000		244	(Ad)	
Westminster Coll., New Wilmington, Pa.	1938	112,934		209	(Ad)	
Carroll Coll., Waukesha, Wis.	1942	87,512		260	(Ad)	
Hood Coll., Frederick, Md.	1941	38,270	x	387	(Ad)	
Southeastern La. Coll., Hammond, La.	1940	90,702		238	(In)	
Rockford Coll., Rockford, Ill.	1940	90,000	x	228	(Ad)	
Reed Coll., Portland, Oreg.	1929	90,000		225	(In)	
Manhattanville Coll. of the Sacred Heart, New York, N. Y.	1942	96,122		202	(Ad)	
Xavier U., New Orleans, La.	1937	79,000		214	(Ad)	
U. S. Coast Guard Academy, New London, Conn.	1943	131,300		100	(Ad)	
Culver-Stockton Coll., Canton, Mo.	1939	100,000		177	(Ad)	
U. of Tulsa, Tulsa, Okla.	1930	65,000	x	270	(In)	
Muhlenberg Coll., Allentown, Pa.	1930	130,000		96	(Ad)	
Willamette U., Salem, Oreg.	1938	45,000		263	(Ad)	
Raeford Coll., Raeford, Va.	1931	101,000		160	(Ad)	
Rosemont Coll., Rosemont, Pa.	1936	89,000		190	(Ad)	
Longwood Coll., Farmville, Va.	1939	51,566	x	284	(Ad)	
Davidson Coll., Davidson, N. C.	1941	75,000		218	(In)	
N. J. St. Teachers Coll., Trenton, N. J.	1930	75,000		216	(Ad)	
Southwestern Inst., Ft. Worth, Weatherford, Okla.	1929	90,000		172	(Ad)	
St. Paul Seminary, St. Paul, Minn.	1949	103,000		137	(Ad)	
Huntington Coll., Montgomery, Ala.	1930	75,000		204	(In)	
Talladega Coll., Talladega, Ala.	1939	41,000		294	(Ad)	
Pacific Lutheran Coll., Parkland, Wash.	1948	70,000		214	(Ad)	
Ala. A. & M. Coll., Normal, Ala.	1948	58,000		238	(Ad)	
Paine Coll., Augusta, Ga.	1947	69,753		196	(Ad)	
Albany St. Coll., Albany, Ga.	1935	15,000	x	96	(In)	
Northwestern St. Coll. of La., Natchitoches, La.	1936	53,946	x	225	(In)	
St. Teachers Coll., Winona, Minn.	1939	58,500		185	(Ad)	
Ark. St. Teachers Coll., Conway, Ark.	1930	34,000	x	242	(In)	
Bennett Coll., Greensboro, N. C.	1939	68,411		150	(Ad)	
Goshen Coll., Goshen, Ind.	1940	42,000	x	229	(In)	
Lenoir-Rhyne Coll., Hickory, N. C.	1942	74,892		130	(Ad)	
Chico St. Coll., Chico, Calif.	1933	54,000		170	(In)	
Salem Coll., Winston-Salem, N. C.	1938	33,791		156	(Ad)	
Coe Coll., Cedar Rapids, Iowa	1931	35,000	x	152	(Ad)	
Ripon Coll., Ripon, Wis.	1940	38,000	x	140	(Ad)	
St. Norma Ind. Coll., Ellendale, N. D.	1951	70,618		105	(Ad)	
Va. St. Coll., Petersburg, Va.	1938	43,799	x	170	(In)	
Linfield Coll., McMinnville, Oreg.	1935	39,492	x	180	(Ad)	
Whittier Coll., Whittier, Calif.	1929	64,230	x	110	(In)	
Va. Union U., Richmond, Va.	1948	30,457	x	200	(Ad)	
Emmanuel Missionary Coll., Berrien Springs, Mich.	1937	40,000	x	174	(In)	
St. Teachers Coll., Jacksonville, Ala.	1939	21,798		216	(Ad)	
Concordia Coll., Los Angeles, Calif.	1940	32,000	x	188	(In)	
Trinity U., San Antonio, Tex.	1946	44,900	x	150	(In)	
Keene Teachers Coll., Keene, N. H.	1929	41,050		150	(Ad)	
Geneva Coll., Beaver Falls, Pa.	1931	38,000	x	158	(Ad)	
Union Coll., Barboursville, Ky.	1941	19,350		202	(Ad)	
Carthage Coll., Carthage, Ill.	1941	35,000	x	158	(Ad)	
Delta St. Teachers Coll., Cleveland, Miss.	1939	45,060	x	120	(Ad)	
Principia Coll., Elsah, Ill.	1935	42,000	x	125	(Ad)	
Wilmington Coll., Wilmington, Ohio	1942	40,000		108	(Ad)	
Ga. St. Woman's Coll., Valdosta, Ga.	1940	24,539	x	144	(Ad)	
Nebr. St. Teachers Coll., Chadron, Nebr.	1929	31,500	x	124	(Ad)	
St. Teachers Coll., Slippery Rock, Pa.	1939	32,000		120	(Ad)	
Limestone Coll., Gaffney, S. C.	1941	30,000		125	(Ad)	
Glenville St. Coll., Glenville, W. Va.	1931	30,000	x	120	(Ad)	
Northwest Nazarene Coll., Nampa, Idaho	1944	25,000		120	(Ad)	
Clayton Coll., Orangeburg, S. C.	1948	14,075	x	132	(In)	
Bluefield St. Coll., Bluefield, W. Va.	1938	15,000	x	125	(In)	
Albright Coll., Reading, Pa.	1940	25,000	x	75	(Ad)	
LaGrange Coll., LaGrange, Ga.	1949	14,680	x	77	(Ad)	
Scripps Coll., Claremont, Calif.	1931	35,000	x	100	(Ad)	
Our Lady of the Lake Coll., San Antonio, Tex.	1947					
Hardin Coll., Wichita Falls, Tex.	1946	13,000	x			

the complex and often controversial body of knowledge pertaining to modern library building design and construction. The lists of recent and future library buildings were compiled to meet this demand for easy firsthand orientation more efficiently than could be done in the past.

Although the desire to seek firsthand

knowledge about other library buildings seems legitimate, a word of caution is in order with regard to the tendency of some administrators to copy the plans of other buildings. Many examples could be cited of library buildings modeled after other library buildings with insufficient regard for the special conditions existing on a

given campus. In some few cases the following of a model has produced functional results, but more often it has resulted in poorly designed library buildings.

The difficulties encountered by librarians in selling the idea of modular design to college administrators and boards up to 1946 sprang from the impossibility of pointing to any previously built modular library building that could be copied or used as a model.<sup>4</sup> Only after some members of the original Cooperative Committee on Library Building Plans, such as Princeton University and Iowa State University, had begun to adopt modular design, did it become easy for others to break with the hallowed traditions of segregated multiple-tier stacks, high-ceilinged reference halls, built-in wall shelving and load-bearing partitions.<sup>5</sup> In 1951 the situation is approaching the reverse of that of only five years ago, and institutions not adopting modular design for their library building seem now to exhibit apologetic tendencies.

Once the library planner is determined to resist the tendency to copy existing patterns unthinkingly, he can profit much through a study of library building plans of other institutions. By means of personal inspection, correspondence, discussion and analysis, he can discover the weak and strong points of other plans. He can find out what to avoid and what to recommend. He should insist on being permitted to travel to distant points if necessary, since the most functional buildings are not always located nearby. The cost of such travel is

<sup>4</sup> The application of flexible design to library buildings was first proposed by Angus S. Macdonald. See his "A Library of the Future," *Library Journal*, 58:1971-75, 1923-25, 1933 and "New Possibilities in Library Planning," *Library Journal*, 70:1169-74, 1945. See also Burchard, John E., [and others], *Planning the University Library Building*, Princeton University Press, 1949, p.98-106, 136-37.

<sup>5</sup> See Cooperative Committee on Library Building Plans, *The Orange Conference*, Oct. 26-28, 1945, Philadelphia: Stephenson-Brothers, 1946; See also *The Second Princeton Conference*, June 12-14, 1946, *The North Carolina Conference*, Mar. 18-19, 1947, *The Chicago Conference*, Jan. 27-28, 1948, *The Michigan Conference*, Dec. 2-3, 1949.

a trifle compared to the cost of construction or compared to architects' fees. First-hand observation is, of course, not a panacea for all library planning problems. Nevertheless, everything else being equal, the librarian who has had an opportunity to familiarize himself with many contemporary library buildings will probably do a better job of planning than one who has not. Even a study of the errors of the past may be fruitful.

The tabulation gives for each library building the following data: (1) The year in which construction was completed, (2) total volume capacity, (3) an indication of whether or not the building was filled to capacity in 1949, (4) total number of seats, including study carrels, in the new building, and (5) an indication of whether the number of seats provided was ample, adequate, or insufficient in 1949.

#### *Fluctuations<sup>6</sup>*

The amount of construction fluctuated greatly during the 21-year span. On the average about seven new buildings a year were constructed, thus adding about 154,000 square feet a year to the college and university facilities for the storage of books and seating of readers. The volume of construction during the depression was above average. It dropped considerably during the recovery period 1933-37 and rose sharply from 1938 until Pearl Harbor (14 buildings a year). The war and demobilization periods were extremely lean, with only 1.6 buildings a year added. Library building construction picked up again in 1948 and 1949.

#### *Total Construction*

During 1929-49 new library buildings provided 3,300,000 square feet of floor area

<sup>6</sup> Assistance rendered the author by Dr. A. Mark, director, Statistical Service, Southern Illinois University, in the calculation of the summary data, trends, and ratios presented in this and the next three paragraphs, is gratefully acknowledged.

for the storage of 26,600,000 books and 61,000 seats for readers. In the total scene, for every 100 square feet of floor area for book storage there were 85 square feet for reader seating. (This ratio did not, of course, hold true for individual libraries.) About 14 per cent of the libraries accounted for one half of the total book storage capacity, and 22 per cent accounted for one half of reader seating, indicating that many more small libraries were constructed than large ones.

#### *Average Library*

The average building provided a book storage capacity of about 184,000 volumes and seats for 420 readers. At the time of construction, it possessed about 61,000 volumes. The library buildings of Atlanta University, A. & M. College of Texas and Eastern Washington College of Education came close to this statistical average.

#### *Life Expectancy*

Of 145 library buildings erected between 1929 and 1949, 63 were filled to capacity by 1949. Over one half of the buildings built between 1929 and 1941 were filled by 1949. On the basis of reported growth plus extrapolated future growth, among 122 buildings for which such data were available, the average library building had a life time or life expectancy of 21 years.<sup>7</sup> In other words, the average building would require a building addition for book storage 21 years after original construction.

<sup>7</sup> Life expectancy was computed on the basis of the average rate of increase for the period extending from the year of construction to the year 1948. The rate of increase was computed in the same fashion as compound interest is computed. If A denotes the number of volumes at the time of construction and B the number of volumes in 1948, then A dollars deposited in the year of construction would yield B dollars in 1948, provided that the money accumulated only through interest compounded annually at the rate of increase characteristic for a given library. The rate of increase was calculated only for those libraries for which the numbers A and B were available.

## Circulation in the Divisional Library

*(Continued from page 244)*

needed, that for the bookcard file kept by date due, from which overdues were typed and circulation counted. In these two last steps, needless minutes formerly spent on bookcarding, filing and writing charges, were saved for advising and guiding the patron.

#### *Summary*

At Nebraska the centralization of all circulation activities in the divisional library at the central loan desk has meant a

new concept of service to the patron. The circulation department is in a pivotal position in the library; it is the center of public service and coordination. Through the use of a master file of book location and streamlined techniques of filing and book charging, this circulation department has elevated the standards of service to patrons to a high level of quality and efficiency, and has thus contributed substantially to the success of the divisional library at the University of Nebraska.

By EILEEN THORNTON

## The Publication of Library School Theses

*Miss Thornton is librarian, Vassar College.*

WHEN I examined the list of "Graduate Theses Accepted by Library Schools in the United States, 1949-50,"<sup>1</sup> I was fired with enthusiasm to study several papers which promised us help in our library. I have gone through this excitement every time comparable lists have appeared in the past, and I shall probably continue to burn with good intentions as each annual list appears. Unfortunately, so far this has been entirely a matter of enthusiastic excitement, totally unsupported by positive action on my part. When it comes right down to it, I find that I am loath to go through the complex, costly and generally unsatisfactory performance of borrowing theses on interlibrary loan. I find that I want the material to stay with me until I can study it thoroughly and discuss it with my colleagues who must also have time to study it. The chances are we shall want to keep it so that we can refer to it again later. What I should really like to do is to develop a small but excellent library of research studies which might help us with specific problems or which might widen and deepen our knowledge and philosophy of librarianship.

If the research conducted by the students in our library schools is not carried on solely as discipline but instead as a sincere attempt to advance the frontiers of librarianship, its products deserve wider dissemination than

they now receive. Each year students produce a large group of research reports; reports of current interest, on a wide variety of topics and under the best direction we have in the profession. And each year, when the mountains have ceased their labor pains, the resultant mice are quietly shelved in triplicate, modestly hidden away from all but rare command appearances in *Library Literature* or the *Library Quarterly* listings.

Librarians, library schools and the student-authors all lose by our failure to make this material available. All of us would benefit by even a moderate publication program.

Librarians in the field have a double responsibility in regard to this reporting: they should put it to the test of both practical and critical examination (which would, in turn, benefit the library school and the author), and they should extract from the mass that part which would improve them as librarians and profit their institutions. As a matter of hard fact, librarians really need the information to be found in many library school theses. A search through *Library Literature* usually has the disheartening effect of proving that the data one most wants are quite often to be found only in a thesis. A good thesis with a good bibliography is frequently the most direct route to the information the working librarian requires. If we assume that each of the studies is worthy of the degree it helped to earn for its author, publication should redound to the glory of the library school.

<sup>1</sup> Leon Carnovsky, "Graduate Theses Accepted by Library Schools in the United States, 1949-50," *Library Quarterly*, 20:289-99, October 1950.

Also, it is hard to see how library schools can plan productive research programs without having at hand reports on the research already carried on under the aegis of other library schools. Library school placement efforts could be made more successful if prospective employers had easy access to the major research efforts of candidates. If library school graduates are to be encouraged to continue scholarly research, both the schools and the profession as a whole would be well advised to give more than lip service to students' research by finding some method of publication and distribution for theses.

It is obvious that no publisher of trade books is going to clamor for the privilege of making these studies available in print. Occasionally one report will be of general enough interest to find a publisher—usually among the university presses—and a slightly larger number will be abstracted or otherwise eviscerated for publication in professional journals. A few will be duplicated on film, and most will be available on interlibrary loan. What seems to be called for at this time is cheap and small editions, and these can be obtained by means of microcard. The Microcard Foundation would like very much to undertake a project involving a group of library school theses. Mr. Rider writes, "Continual small economies have enabled us to get out minimum editions of 15 copies instead of 25 copies, at no increase of basic rate per card. . . . If the foundation does them it will quote a price of not over 20¢ a card. . . ." The majority of masters' theses do not ex-

ceed 100 pages in length; the doctoral dissertations vary greatly but often are not longer than 200 pages. A maximum of 48 typewritten pages can be printed on one microcard. This indicates that many research studies could be reproduced on cards at costs ranging from 40¢ to \$1.00 per title. Of the 441 reading machines already sold by the Northern Engraving and Manufacturing Company, well over 300 are in academic or public libraries, the most obvious market for library school theses.

As Dr. Carnovsky pointed out in his prefatory remarks to the 1949-50 list of graduate theses, the information which was supplied to him from which to compile the list is not sufficient to distinguish among a comprehensive paper, a synthesis of existing literature, a report written for a seminar, a field study and a piece of research consisting of an original contribution to knowledge. Still, as a starting point, and because it is accessible to most persons who might be interested in this project, this list might serve as a checklist from which to make a trial order. Librarians who are interested are asked to write me immediately, listing the theses they would like to have made available on microcard. This will not be regarded as an order because authors and library schools must first authorize publication and because most libraries must order such materials through more formal channels. Quick, informal communications will enable me to see if the idea is sufficiently popular to take to the Microcard Foundation and to the library schools for the next steps.

By WILLIAM S. BUDINGTON

## Teaching the Use of Engineering Libraries<sup>1</sup>

*Mr. Budington is librarian, Engineering and Physical Sciences, Columbia University.*

**A**MONG THE many problems faced by librarians today is the business of salesmanship. Most of us are familiar with the usual devices some of which we employ, others of which we enviously watch in use elsewhere—such as displays, lists, advertisements and radio broadcasts. At colleges and universities we have a head start in that education depends heavily on library resources. There is still a definite selling job to do—selling the faculty and especially the students the concept of the library as a working tool rather than a stockroom.

Salesmanship is largely a matter of personal contact, no less in libraries than in business. Our most effective work lies in direct dealing with the public through formal or informal guidance or instruction. Teaching the use of libraries formally is carried out in several ways: the freshman orientation tour, a short talk by the librarian in a program meeting, the inclusion of one or more library periods in a subject course and the separate library course. The latter is becoming more and more common, and interest in it is increasing. In engineering schools, however, little at this level has yet appeared. Since the course given at Columbia University appears to be one of the first, it may be appropriate to describe

it briefly before passing on to general discussion.

At present, Engineering 3 is a one-point, one-hour-a-week course required of all undergraduate engineering students. Titled "Engineering Library Technique" it is taught by the engineering librarian and is given during both winter and spring semesters. Each of the seven engineering curricula (mechanical, electrical, industrial, etc.) has a section to itself and, as far as possible, students are registered for the appropriate section. These usually have from 15 to 40 students, depending on the subject, and sometimes two sections are necessary for heavily enrolled curricula.

Such instruction was initiated in 1933 in the form of library periods in one of the regular subject courses. This was expanded to a series of three lectures required of all students, then to a full semester, non-credit, required course. Since 1945 one point of credit has been given.

The present content of the course largely follows traditional lines. The approach is by form of material. The beginning is made with principles of classification, the card catalog and the making of proper references. Guides to the literature, encyclopedias and handbooks, national bibliographies, review sources and other bibliographies of various types then follow. The importance and use of serial literature brings in general and special technical indexing and abstracting. Standards and government documents, trade literature and

<sup>1</sup> Presented at meeting of Engineering School Libraries Section, A.C.R.L., Cleveland, July 18, 1950.

directories have their part, and we conclude with something on documentary production and reproduction, microfilm and the like. In all, 15 lecture periods are planned. The example are chosen to fit the major subject of each section. Many items are given to all sections, but wherever possible the class periods are tailored to fit.

Each student, as his project for the course, completes a bibliography on a topic of his choosing subject to the instructor's approval. The number of references and the number of sources from which they are obtained are specified. This precludes comprehensive bibliographies, but our intent is to obtain a fairly comprehensive coverage of sources rather than intensive searching. Although exceptions are made for thesis projects, we hope that students will thus come to recognize the value of source material in related fields as well as in their own. As a rule there have been no tests, daily assignments or final examinations. With two or three hundred students there is a limit to our capacity for including them. Attendance is regulated by general university procedure.

This course is taken during the junior year by all except chemical engineers who take it as seniors. It comes during their first year in the School of Engineering since the lower two years are spent in Columbia College or the School of General Studies. Thus our students have had college experience, and one-half to two-thirds of them have received some library orientation in high school or college.

There is no need to elaborate greatly on the reason for some such instruction. Occupied with the technics of laboratory and classroom, the student engineer often does not realize that the library offers as much in value as the rest of his curricula. In the humanities, one's contact with library resources is more extended and more en-

forced. It must be brought home to students of science and engineering that familiarity with current progress is an absolute necessity. There is a need for recognition of what has gone before, and a realization that knowledge has been recorded for many centuries before the student became a novitiate engineer. He should become familiar with the major library tools of research, and with the extent of the literature in his own field. It is well that he learn that English is by no means the sole language of communication. If he is to be aware of the world's work, he must acquire a working knowledge of foreign tongues.

Basically, the library must be dissected and the machinery of its use made clear. The student should come to understand bibliographic practice as it affects his library research and the preparation of reports and articles. When Columbia's course originated, the dean's announcement said, "The engineering libraries are for the use and convenience of the students. The school is anxious that every student should learn the possibilities of an engineering library." This has been extended to include the meaning and significance of engineering literature and its organization.

In a number of schools, such instruction is given on a graduate level, for credit in many instances and even required in a few. The advantage to the graduate student is unquestioned. That undergraduates as well may benefit is not as often recognized. There is no reason why they, too, should not have the ability to dig out information for themselves. A noticeable improvement in report work for other courses was one of the reasons the Columbia lectures were expanded. Such an undergraduate course deals with more elementary materials than a graduate offering and may be less intensive since immediate original research is

not contemplated. There is a very definite problem in getting across to undergraduates the need for such information, whereas a graduate student facing a thesis is acutely aware, or shortly will be, of the complexities of technical literature and his own shortcomings.

Choice of the instructor is up to the school, of course. From the professional point of view, this duty is rightfully the librarian's and so it is usually found. Teaching ability is an important factor which is likely to be minimized in the decision, "Let the librarian do it." It is particularly important in the undergraduate course, as mentioned before. Knowledge of the literature is another obvious prerequisite; faculty members and specialists know better than the librarian the literature of their own subjects, but for coverage of all fields a bevy of such men would be required. A competent librarian will have general acquaintance and familiarity with the materials of all branches of engineering. In addition, a more uniform scheme is assured if instruction is centralized, and related fields may be tied in more easily.

Another point gained by the librarian's instructorship relates to the library's position in the educational pattern. As a fellow teacher, the librarian is more likely to be considered a colleague by the faculty, as eloquently argued by B. Lamar Johnson in his book *The Librarian and the Teacher in General Education*. Furthermore, he is brought in contact with most, if not all students, early in their engineering studies. There is established an acquaintanceship which makes easier the students' later use of the library and engenders a working basis for further guidance.

As in nonscience curricula, library instruction may be correlated with subject courses. Frequently, students are required to present a senior thesis. Through con-

sultation with the department, it is possible to adjust requirements and emphases toward that specific end. Where departmental research is under way, students in the library course are able to do some of the bibliographical groundwork, thus aiding the department as well as themselves.

The question of the proper time for giving such a course may be open to comment. The junior year appears to have several advantages to recommend it. At this point the student is entering his major field of work and may be assumed to have a definite subject interest, giving point and direction to any library work done. An added maturity over first-year students also makes the task of teaching easier. This is not to say that a first-year introduction to the library is undesirable; the freshman orientation tour or practice work in the English course familiarizes the student with the library's principal features—notably its location and arrangement. Extensive instruction, however, should wait until the teaching can be done in terms of the subject field rather than in terms of pure bibliography.

Credit for such a course should be arranged if at all possible. Its length, the time spent on it and its required status are all deserving of recognition, not to speak of its real contribution to the training of engineers. A noncredit course stands much less chance of attention from the students and consideration from the faculty.

The content of the course will be largely a matter of individual organization, much as with any other subject course. The various elements described in the Columbia course are fairly standard items for inclusion, and others can be developed depending on circumstances. The number of students, the types of curricula, size of library and staff, and physical facilities will affect the content and teaching methods. Library

tours or instruction periods in the library may be handled if conditions permit. Guest lecturers from the faculty help to vary the program and lend a certain meaning and authority. With large classes a lecture schedule is usually called for, with less in the way of tests, homework and the like. Small classes permit the use of problems and more individual attention. Teaching aids may include pictures, enlargements, charts and samples. Slides have been used in some similar courses, although we have not yet attempted them in our large classes. Copies of books and materials are brought to class for use with the lecture and are there after class for examination. During the semester these materials are kept on a separate shelf in the reading room for the students' use.

Whatever teaching methods are used, great emphasis must be placed on practical uses. Examples should contain the technical vocabulary, and all explanations be made in those terms. The instructor must have a fair understanding of engineering subjects in order to explore the nuances of subject headings. In brief, the work must be strictly from the engineering point of view, and made, as far as possible, an engineering course in the literature rather than a library course for engineers.

The results from the course are rather difficult to pin down. The work turned in indicates how well students have grasped the principles of library research, but the application elsewhere of what has been learned is often not known. Our best indications come when we occasionally see their reports, and especially when we note the activity at the catalog, the indexes, use of bibliographies and the like. Student reaction to a one-point course is not likely to be rapturous, especially when there is not the obvious practicality of some of their other work. In a curricular survey con-

ducted by our students, the library course received an over-all average rating slightly above the humanities and slightly below many of the engineering subjects. Our present school administration has been highly in favor of it, and it would be difficult to maintain the course without that support. As a whole, the faculty think it a good idea, though many of them are unclear as to just what it is all about. As might be expected, those faculty members who make considerable use of the library are more sympathetic than those who rarely pass through our portals.

Perhaps our most pleasant recommendations come from graduates who drop back for a visit. Frequently they tell of research work or assignments in which knowledge of information sources was an advantage. Sometimes undergraduates or graduates will call in knowing that there is a volume which will answer their questions, though perhaps not remembering its name. Even this is certainly better than floundering about in aimless search or prematurely assuming the unavailability of the desired material.

Similar coverage appears in science-technology literature courses found in library schools. More emphasis is being given to such instruction, and engineering librarians are naturally interested in it, both for their personal benefit and in the hope of trained assistants. Illinois has offered "Bibliography of Science and Technology" since 1948, aimed at large public library service and including four periods out of 48 on engineering. At Columbia, the classes in "Science Literature" cover only the basic sciences; medicine has been covered in "Literature of Special Fields," but as yet there has not been sufficient demand in the applied sciences. It would certainly be to our advantage to stimulate such a demand through our own studies and recruiting

activities. However, I believe there are obvious differences between such library school courses and those given to undergraduate subject students. Their purposes are essentially the same—imparting knowledge of and familiarity with common materials. For the librarian these are the tools of his trade and the instruction must be more complete, more detailed, more comprehensive; for the engineer this knowledge is an adjunct only, and while it would doubtless be nice to include more, the essentials are all he should be expected to acquire. Principles of book selection and trade information are two items which the librarian needs but the engineer does not.

In almost all categories, whether it be bibliographical variations or knowledge of sources, the approach to the subject stems from a different viewpoint. The librarian tends to have greater interest in the book or periodical, *per se*, as a physical container; its many manifestations, its selection, care and preservation, and accessibility

are his concern. The engineer, on the other hand, is interested only in the container's contents; what happens in the long chain of events bringing it to his use is of little or no real interest to him. His background and training have been entirely different. As a rule, he is not overly interested in books but in the accomplishment of factual results and the means for doing so.

Our basic problem is to convince him that the "means for doing so" include the library. Though it differs from what the engineer is accustomed to think of as instrument or apparatus, the written record of scientific knowledge can be fully as important in providing foundations for work and pointing the way. A library course may thus be compared to those in basic mathematics, instrumentation, drafting and other contributory instruction. The more salesmanship we can exercise the better. By familiarizing the engineer with the printed tools of his—and our—trade, we do him and ourselves a service.

## Problems Confronting University Libraries

*(Continued from page 240)*

### *Conclusion*

In conclusion, we trust that the preceding report is of value in its summary of these problems which are apparently of deepest concern and interest to university librarians over a nationwide area. It does describe trends of thought and areas for investigation proposed by a representative group of administrators. In no way is it an attempt to compile a list of all problems confronting university librarians, or to draw conclusions as to which are the most important at this time. This report clearly demonstrates an awareness that established

procedures and points of view need periodic re-examination and that new developments require constant observation. Book collections continue to grow phenomenally. Service staffs, correspondingly, must become larger and larger. The American dollar buys less and less. Budgets reflect an inflationary situation. The problems thus posed can be met only through intensive cooperative effort. The University Libraries Section of A.C.R.L. can and should contribute through the development of an active and expanding program of projects and committee work.

By EUGENE H. WILSON

## Federal Relations Policy of A.C.R.L.

*Dr. Wilson is chairman, A.C.R.L. Policy Committee, and director of libraries, University of Colorado.*

THE Board of Directors of A.C.R.L., meeting in Cleveland on July 21, 1950, agreed to request the Policy Committee to draft a statement of long range policy in the area of federal relations. This assignment was accepted by the Policy Committee.

After studying various matters in this area which were of special interest to A.C.R.L. membership, and considering the machinery already in existence and assigned to consider such matters, the committee submitted a report which was accepted and approved by the board at its meeting in Chicago on January 31. The major recommendation of the report is that "the general long term policy of A.C.R.L. in the area of federal relations shall be to cooperate with and operate through appropriate A.L.A. boards and committees." In making this recommendation the committee pointed out that "no interests of major significance in this area can be considered as being exclusively A.C.R.L. interests. This is an area in which the second cardinal policy of A.C.R.L., 'to make present affiliation with A.L.A. a fruitful relationship,' can be made particularly effective."

Implementation of this policy to assure the most effective results possible is not solely the responsibility of the Board of Directors and the executive secretary. Each member of A.C.R.L. must recognize, accept and be alert to his responsibilities in calling to the attention of A.C.R.L. officers any matters in the general area of federal rela-

tions which should receive attention from and action by appropriate committees.

Examples in this area of some of the matters of special but not exclusive interest to A.C.R.L. members are:

1. The character of government publications, distribution of government documents, the library's use of government publications.
2. Research programs in the federal field which may involve dependence upon college, university and research libraries with the related questions of regional libraries, federal aid and cooperative arrangements with such federal libraries as the Library of Congress, the Army Medical Library and the U.S.D.A. Library.
3. Measures for the protection of the holdings of research libraries.
4. Liaison with federal agencies engaged in war mobilization activities.
5. The National Science Foundation Act, approved May 10, 1950 (81st Congress, Public Law 507).
6. The National Clearing House for Scientific and Technical Information Act, approved Sept. 9, 1950 (81st Congress, Public Law 776).
7. Relations with the U.S. Office of Education.
8. Postal and customs legislation.
9. Social security.
10. The Point Four Program.
11. The world agreement to abolish duty on publications as approved at the Fifth General Conference of Unesco in May-June 1950.
12. Support of the Library of Congress in developing its services which have par-

ticular significance to libraries throughout the nation.

Most of these are not new fields of interest, but the present state of our foreign relations makes numbers 2, 3 and 4 assume immediate importance. Numbers 5 and 6 are important new federal laws which may be of great significance to research libraries in the years ahead. A review of functions of existing A.L.A. committees indicates that each of the preceding 12 matters of interest can be considered as lying within the areas established for the committees.

The function of the A.L.A. Federal Relations Committee is "to consider all matters involving federal legislative or governmental action affecting libraries not specifically assigned to other boards and committees, to watch federal legislation for matters which affect libraries, to further legislation in Congress, to protest any undesirable legislation proposed, to seek rulings and interpretations of laws and regulations, and to represent the A.L.A. before the federal government when necessary."<sup>1</sup>

Examples of "other boards and committees" of A.L.A. which have been assigned to consider matters involving federal relations are:

1. Public Documents. "To take cognizance of matters relating to public documents issued in the United States, whether federal, state, or local, and matters relating to the official publications of foreign governments."

2. Book Acquisitions. "... to represent the association in negotiations with the book trade, and before legislative bodies in controversies relating to price maintenance, terms, copyrights, and kindred questions. . . ."

3. Statistics. "To consider uniform an-

nual report forms and submit recommendations thereon; to coordinate statistical activities of the association and its affiliated agencies; to cooperate in statistical matters with the U.S. Office of Education. . . ."

4. Resources of American Libraries. "To study the present resources of American libraries; to suggest plans for coordination in the acquisition of research publications by American libraries."

5. Public Relations. "To encourage and stimulate a sound public relations program for all types of libraries. . . ."

6. International Relations. "... to have direct supervision of the association's international activities involving library cooperation. . . ."

7. Government Publications. "To consider problems of publishing research reports and of storing materials for distribution after the war, of acquiring public documents and expediting their acquisition, and related matters."<sup>2</sup>

In the area of government publications, a majority of the members of the A.L.A. Committee on Public Documents are staff members of college, university or research libraries, and two of the three listed members of the Joint Committee on Government Publications are university librarians. At the open meeting arranged by the A.L.A. Committee in Cleveland on July 18, a symposium on federal depository libraries was presented, and three of the four participants were members of university library staffs. The January 1951 issue of *College and Research Libraries* published the four papers given at the symposium and two additional articles dealing with documents. The 25 pages devoted to these papers represented over one-fourth of the total space in the issue. These facts seem to indicate no need of a special A.C.R.L. committee to

<sup>1</sup> This and following statements of function of committees and boards are taken from "A.L.A. Organization and Information 1950-51." *A.L.A. Bulletin* 44:394-431, November 1950.

<sup>2</sup> This is a joint committee of A.L.A., American Association of Law Libraries, Association of Research Libraries, Special Libraries Association.

look after the association's interest in this area.

The A.L.A. Board on Resources of American Libraries at present is composed of five university librarians, all of whom are active A.C.R.L. members, and the chairman is a past president of A.C.R.L. Four of the five members of the board also are from libraries which are members of the Association of Research Libraries. When A.R.L. at its February 1 meeting gave consideration to steps involved in mobilization of resources of research libraries to meet national needs in the present crisis, this overlapping membership was pointed out. The executive secretary of A.R.L. was instructed to confer with the chairman of the board, since the need for a special A.R.L. committee in this area was questioned. It would appear that interests of A.C.R.L. and A.R.L. members would not be slighted as the A.L.A. Board on Resources assumes leadership in this mobilization effort.

These two examples are cited to indicate specifically how existing A.L.A. boards and committees operate in this general area of federal relations. They should assure adequate coverage of all library interests where federal relations are involved. Every member of A.C.R.L. is also a member of A.L.A. and as such is interested in furthering all library interests. There are special interests of A.C.R.L. members, however, and these must not be neglected. College, university and reference librarians constitute a fairly large proportion of the membership of

A.L.A. committees.

If A.C.R.L. special interests are not receiving adequate attention from these A.L.A. committees it is the responsibility of A.C.R.L. officers and Board of Directors to call such neglect to the attention of the particular committees. If such neglect continues, A.C.R.L. has the right to request A.L.A. Council review of such committee actions—or inactions—and if satisfactory results are not then obtained, A.C.R.L. would be justified in establishing its own boards or committees to work independently. It is extremely doubtful that such a situation will occur.

The college, university and reference librarians serving on these A.L.A. boards and committees have a primary responsibility to keep in mind any special interests of A.C.R.L. members. Every A.C.R.L. member has the responsibility of bringing these interests to the attention of the appropriate A.L.A. committee, either directly as a member of A.L.A., or indirectly through A.C.R.L. officers, directors or section officers. The executive secretary of A.C.R.L. has a special responsibility to be alert to these interests and to suggest action programs. If each member and each officer of A.C.R.L. is alert to our needs and interests in the area of federal relations, the policy of cooperating with and operating through present organizational machinery of the A.L.A. should assure that these needs and interests will be met adequately and satisfactorily.

## Notes from the A.C.R.L. Office

In some ways college libraries seem pretty well standardized by the common acceptance of techniques and at least lip service to the same general aims. After visiting many in connection with A.C.R.L. work, I have reached the conclusion that similarity is largely superficial and libraries are just as individual as the librarians who operate them. Nearly every library visited had some feature unique to my experience. At one time I thought that the particular excellences of each institution might well be noted for the consideration of this membership. The plan has been abandoned, however, in the realization that many techniques and attitudes owed their particular excellence to the settings and could not be recommended for universal adoption. In place of that I am substituting a few general observations on the state of college and university libraries today.

Originality and service can rise above the limitation of a starvation budget for a period, but eventually there comes a time when every individual succumbs somewhat to the effects of malnutrition. Many of our college libraries are operating on alarmingly small sums. Boasts of budget and salary increases have been numerous during the past five years and usually omit mention of decline in value of the dollar, or of increased enrolment and income. It is purchasing power that counts, not dollars. An increased work load in the form of students served and books housed should be matched by increased purchasing power or service will sooner or later begin to decline, no matter how devoted and inspired the staff may be.

I have seen nothing to indicate that college libraries are any better off financially today than they were 10 or 20 years ago. To check this I studied 15 published and unpublished budget reports available at headquarters (the first 15 in alphabetic order, omitting California and Columbia as too large to be typical). The total budgets increased about 87 per cent in purchasing power from 1928-9 to 1948-9. On the other hand, enrolments more than doubled during the period, as did the book collections. If library operations increase in expense with growth of collections, something is wrong in this picture.

University libraries with book collections of over half a million volumes were next examined. Only eight of these had published figures showing the total institutional budget and total library budget for 1939-40 and 1948-49. Every one of the eight was getting a smaller share of the educational dollar on its campus in 1949. The average decrease was 17.8 per cent.

These brief investigations warrant much more careful analysis. However, they indicate that librarians are getting less. No one, in looking back to 1929 or 1939, would say that libraries were then getting too much.

Figures for the home circulation of books are notorious for error, omission and misinterpretation, but they should not for that reason be ignored. A comparison of reported home circulation of 13 of the 15 college libraries in 1929 with similar figures for 1949 indicated only three colleges had increases in circulation which kept pace with increases in student enrolment. These three colleges all turned out to have had similarly adequate budget increases. Study of the other 10 libraries indicated circulation rise and fall bore some rough relation to adequacy of support. Apparently university presidents who wish to have students read more widely will be wise to give better support to their libraries.

Cooperation between librarian and teaching faculty has certainly increased in recent years. The development of the divisional library has played some part in this desirable development. Likewise the recognition of undergraduate libraries in universities has been a progressive step. While some universities had these libraries a generation and more ago, the principle seems to have gained wide acceptance in only very recent years.

It appears to me that only in isolated cases has great progress been achieved in making the library a truly effective educational instrument for the student body, a real laboratory of the mind. Recently I visited a small city which had both a large university and a liberal arts college. The university library is one of the great research collections of the country, but very few people were in evidence in the stacks or the reading rooms. The staff talked to me with interest and originality

about various library techniques for handling books. On the adjoining campus, the same afternoon, the college library reading rooms were thronged. The reason seemed clear. The small college library set itself to be an education instrument reaching every student in every course. The shop was no model, but a lot of good books were getting heavy use. Our university libraries are inclined to neglect many things that are customarily done for students on small campuses. Instruction in the use of the library is, from personal experience, quite a problem when 75 or 80 sections of freshman English are involved. Consideration of the library's contribution to every course taught looks impossible when there are many hundreds of courses. Nevertheless these and other services must be faced if university library systems are going to measure up to the college libraries.

It is distressing to note that at least a small percentage of practicing librarians seem to have few professional interests. These interests can legitimately take a variety of forms—essentially bookman activities, scholarly research in a subject field, study and development of library techniques, leadership in state or national professional associations and so forth. Lack of participation in any of these activities and of routine following of procedures year in and year out are evidences of mental stagnation. Low salaries, overwork and stifling supervision certainly are contributing factors. It would seem that head librarians have a definite responsibility to encourage professional participation on the part of the staff. A judicious mixture of suggestion, assistance, cooperation, recognition and gentle pressure should accomplish a good deal. The choice of type of activity is greater for librarians than practically any other profession.

\* \* \*

By a recent mail vote the Board of Directors approved a proposal for A.C.R.L. to undertake limited surveys of small liberal arts colleges upon request. This plan was discussed in this same column in the January 1951 issue.

The board also approved an increased allotment for the Committee on Publications. This is to be used to start a new series, *A.C.R.L. Occasional Papers*. These will probably be issued in multilith and take monographs whose

length precludes publication in *College and Research Libraries* or other material of considerable value to perhaps a quite limited professional group. Several hundred copies will constitute an edition, which will be put on sale at a nominal charge. Standing orders will be solicited.

The board voted to establish an A.C.R.L. Audio-Visual Committee in compliance with the recommendation of the A.L.A. Audio-Visual Board. The following was suggested by Raynard C. Swank, chairman of the board:

"The general purpose of the committee might be defined as the promotion of audio-visual services in college, university and possibly research libraries. A few of the functions which such a committee might perform over a considerable period of time are:

"1. Compile and publish information, both descriptive and statistical, on audio-visual services in college, university and research libraries. Very little information is now available on the nature and extent of the services now being offered to instruction and research, although quite a bit has become available from the A.L.A. Film Office and other sources about public library film services. A survey of audio-visual activities in college and university libraries might well be the first project assigned to the new committee.

"2. Offer guidance to librarians operating or wanting to organize audio-visual services.

"3. In cooperation with the A.L.A. Audio-Visual Board, accept responsibility for recommending policy on crucial problems relating to the development of audio-visual services on the college campus. For the last several years the A.L.A. Audio-Visual Board has been concerned continually with policy statements of one kind or another (e.g., sponsored films and union projectionists). The method of financing an audio-visual center is an example of a campus problem.

"4. Stimulate discussion and investigation of audio-visual services through conference programs, articles in professional journals, research studies, etc. . . .

"5. Evaluate audio-visual resources of instruction and research, advise producers on needs and publish lists of recommended materials. The A.L.A. Audio-Visual Board has now published several lists, including the first-purchase list of films for public libraries.

"6. Explore the possibilities of library co-

operation in the acquisition, production and use of audio-visual materials. Much progress in this direction has already been made in the public library field, and a small college library would benefit as much from this kind of effort as the small public library.

"7. Test and recommend audio-visual equipment for use in academic libraries, classrooms, etc."

The board approved a small travel allowance for the treasurer in partial recognition of personal sacrifices, and authorized funds for the expenses of the guest speaker at the A.C.R.L. General Session in July. It likewise voted a reduction in price of *College and Research Libraries* to one dollar per issue for bulk back orders (minimum of five issues).

\* \* \*

A closer tie between publishers and librarians would seem mutually advantageous. Publishing interests stand to gain a great deal from the success of college libraries in introducing students to "a life with books."

I personally believe that the promotion or advertising departments of the large companies would be smart to prepare exhibition material, designed for college libraries, built around selected new books of scholarly interest. The sale of a new biography of Robert E. Lee, for example, would undoubtedly be furthered by exhibitions on Lee or on some aspect of the Civil War in a number of college libraries. Materials carefully prepared by the publishers, tastefully printed and wide enough in range to allow for considerable selectivity, need not bear any direct tie to the book in question and could easily avoid any taint of commercialism. With considerable free material from which to choose, librarians could select those topics which seemed most worthy to promote and in which their book collections were strongest. The net result ought to be better exhibitions and therefore more worthwhile reading for the library, and increased interest in the subject and therefore sales for

the publishers. The same principle holds true for movie productions.

Another field for development lies in the annual competitions, which take place on most small campuses, in building up personal libraries by the students. These competitions seem to get wide local publicity. Publishers might build up considerable good will where it counts by offering prizes of, say, 25 to 75 dollars' worth of books to winners on selected campuses.

The above are only two of many other possibilities for fruitful work. It is hoped that these will all be explored by the A.L.A. Committee on Relations with Publishers. Meanwhile college librarians may wish to make direct suggestions to representatives of publishing houses with whom they have other business.

Several weeks ago I attended the annual conference of the New Hampshire Library Association at Nashua. A few days later I went to Lewiston to be present at the semi-annual meeting of State of Maine college librarians. Both were relatively informal, pleasant and worthwhile, I am sure, for all concerned.

The Maine group limits its attendance to two members from each staff but includes research libraries and therefore the larger public institutions. A great deal of worthwhile exchange of experience was accomplished in four or five hours, broken by lunch. Various commitments for cooperative effort were made informally.

A few months ago 20 or more reference librarians in the Chicago area gathered here at A.L.A. Headquarters for similar discussion of local problems. Many similar local or regional groups exist throughout the country. They are blessed by informality, lack of organizational problems and community of interest. I wish that notes of agenda and accomplishments could be sent here.—*Arthur T. Hamlin, Executive Secretary.*

# Brief of Minutes, Association of Research Libraries, Feb. 1, 1951, Chicago

THE 36TH meeting of the Association of Research Libraries was held at the Edgewater Beach Hotel in Chicago on Thursday evening, February 1, 1951, beginning at six p.m.

Upon recommendation of the executive secretary and the Advisory Committee it was voted that the next meeting should be held on July 6 and 7 immediately preceding the 75th anniversary conference of A.L.A.

Benjamin E. Powell was elected a new member of the Advisory Committee to succeed the retiring member, E. W. McDiarmid.

## *Farmington Plan*

With the decrease in the number of volumes being shipped to the New York Public Library for classification and reshipment to receiving libraries, Paul North Rice recommended that the New York office of the Farmington Plan be transferred to Harvard where he felt that the business could be more logically handled under the direct supervision of Mr. Metcalf, chairman of the Farmington Plan Committee. He further recommended that the Carnegie Corporation of New York be requested to authorize the transfer of the unexpended balance of the Carnegie grant for the inauguration of the Farmington Plan from the New York Public Library to Harvard. Upon motion both recommendations were approved.

Mr. Metcalf then made an informal report which was interrupted from time to time by discussion. He observed that Union Theological Seminary, which has been receiving all theological material, except Catholic theology, had asked to drop out of the Plan as of Jan. 1, 1951, because it had been receiving too much material in which it was not interested. He has accordingly notified the Farmington Plan agents to stop sending certain classes of theological material deemed to be of little interest and to send all the rest of Union Theological's assignment to Harvard until such time as some other arrangement can be made.

He said that the Catholic University of America has agreed to take some of this material.

Mr. Metcalf also reported that Colonel Rogers, on the basis of the Army Medical Library's unsatisfactory experience with blanket ordering under the Farmington Plan, had asked permission (while still accepting full responsibility for the coverage of his field as previously arranged) to be omitted from the Plan so far as blanket ordering is concerned and to do his own ordering, though he was still willing to buy from Farmington Plan agents. On Mr. Metcalf's recommendation this request was agreed to.

Mr. Metcalf said that the principal Farmington problem in our experience so far has without doubt been that of coverage. While there had been some complaints concerning the poor quality of some Farmington materials received, much greater complaints had arisen because of inadequate coverage. Until further studies had been made he felt that it would not be possible to arrive at a correct view, and indeed he feared that it would never be possible for us all to agree as to just what would constitute adequate coverage. He said Reuben Peiss of the University of California Library School had undertaken a thorough-going study of Farmington Plan coverage for Switzerland during the year 1949. Mr. Peiss had arranged to have five qualified checkers check the list of Swiss publications for that year in order to determine as definitely as possible just what should have been sent. These publications would then be checked at the national Union Catalog to determine whether they had actually reached this country and been recorded. Mr. Metcalf felt that when this study had been completed we would have really dependable information as to coverage for Switzerland during the year in question. We should probably also have guidance as to the need for additional studies.

Mr. Metcalf stated that of all countries included in the Plan, France constituted the

most serious problem since receipts handled through the Bibliothèque Nationale are slow in arriving and coverage is uncertain. He had been unable to find any dealer in Paris who could do better. While dealers could indeed be found who would supply satisfactorily the output of the major French publishers, they could not be depended on to handle successfully the French provincial publications. He noted that the Bibliothèque Nationale will hereafter undertake to classify Farmington materials and ship them directly to the participating libraries. He urged that receipts from France be watched carefully; and if any library should find it necessary to write to the Bibliothèque Nationale about its receipts, he asked that a carbon copy of the letter be sent to him.

Mr. Metcalf commented on the problem of periodicals and serials which had been omitted from the Plan, except for the first number of new titles. He said that a large number of periodicals had thus been received which no library had been willing to accept, although in his opinion a good part of these new titles should be received and recorded somewhere in the country. The whole problem of periodicals and serials, he said, had been receiving his attention. He now has in hand lists of them published currently in Switzerland, Holland and Sweden. He hopes to have these checked for coverage in this country and to report his findings at a future meeting of the association.

Mr. Clapp inquired whether anyone had proposed to have the Army Medical Library plan of direct ordering under Farmington Plan responsibility extended to other libraries, as, for example, the U.S.D.A. Library. Mr. Metcalf replied that such an extension had not been asked for or considered but that, if any library were inclusive in its acquisitions policy, he could see no objection. Mr. Clapp remarked that while he approved the Army Medical Library plan in principle he thought there ought to be policing by the Farmington Plan Committee. Mr. Henkle asked what was involved in the changed arrangement, if, as stated, Army Medical Library would go on using Farmington Plan agents. Mr. Metcalf answered that Army Medical plans to check trade lists and order promptly from agents instead of waiting to see whether a book would be sent automatically. He sug-

gested (though he did not recommend) that it might be a good idea to have a group in this country check trade lists and order directly for all Farmington Plan libraries: this group would then be responsible for selection and would lift that burden off the Farmington Plan agents. Mr. Clapp spoke of the satisfactory experience of the Library of Congress with this type of ordering. He said that they had one person who regularly checks the trade lists of 17 countries and recommends orders. Her work is checked from time to time by subject specialists who rarely find anything to complain of. Mr. Clapp felt that such a system of ordering under the Farmington Plan would have the following advantages: selection would be made in this country and could be supervised; we would always know what had been ordered; the Farmington agent would be required to obtain and send the material ordered whether he would be receiving it in the normal course of his business or not. Mr. Clapp suggested that under such a procedure important discounts might be obtained from the agents which might almost, or quite, pay for the cost of such an operation.

Paul North Rice said that he would like to see such a procedure tried, perhaps at first in one country only; but he noted that under the existing system our agents abroad actually see the books which they classify and send us, whereas under the proposed plan books would have to be selected and classified from bibliographies or else sent to this country to be classified. He wondered whether this might not lead to more criticism than we have now. Mr. Clapp acknowledged that there would be difficulties in such a procedure and that some errors of classification might be made, but he felt that they would not be costly errors and could be corrected, and he insisted that complete coverage (which he thought the proposed plan would more nearly achieve) was more important than unerring classification.

Mr. Metcalf said that the Farmington Committee would keep Mr. Clapp's proposal in mind. He said he was much impressed with the way our agents were doing their work for us in Scandinavia, Holland and Italy. He wondered whether Mr. Clapp's plan might not well be tried in France. Others appeared to favor this suggestion. On motion by Mr. Clapp it was then voted that the Farmington Plan Committee be requested to experiment

with alternative methods of securing material, including the proposal to check lists in this country and send specific orders to Farmington Plan agents.

Mr. Metcalf proposed the immediate extension of the Farmington Plan to Germany. This led to a lively discussion in which it appeared that some members felt that it might be wiser to delay further expansion until there had been an opportunity to receive and examine the above-mentioned study by Mr. Peiss; but in the end the more confident view prevailed, and on motion by Mr. Metcalf the following countries were brought in as of Jan. 1, 1951, with the agents as indicated:

Australia:

Dr. Harold L. White  
Commonwealth National Librarian  
Canberra, Australia

Austria:

Georg Prachner, Buchhandlung  
Kärntnerstrasse 30  
Vienna 1, Austria

Germany:

Otto Harrassowitz  
Beethovenstrasse 6a  
Wiesbaden, Germany

Portugal:

Livraria Portugalia  
Rua do Carmo, 75  
Lisbon, Portugal

Spain:

Insula, Libreria de Ciencias y Letras  
Carmen, 9 y Preciados, 8  
Madrid, Spain

With respect to Australia it is to be explained that Dr. White has undertaken to acquire and send Australian publications not for cash payments but in exchange for American publications (notably files of periodicals and serials) which he desires to acquire for his American collection in the Commonwealth National Library. With respect to Germany it is to be explained that complete coverage is expected to be achieved in the Western Zone only, our agent, through his Leipzig office, being requested to send from the Eastern Zone such materials as he is able to secure.

Mr. Metcalf was unwilling to recommend extension of the Plan to Brazil, since there appeared to be no agent there who could be relied upon to give us adequate coverage. It was also his opinion that South Africa and New Zealand should not for the present be

included; nor did he think it necessary to extend the Plan to Canada as a whole (since our coverage is already good); he did, however, feel that the problem of French Canada should be brought up for later consideration.

Mr. Henkle, remarking that the Farmington Plan was set up to insure importation and central recording of just one copy of a book, said that the John Crerar Library, though not assigned the field of chemistry, would like in addition to its assignment to obtain complete coverage of that field. Mr. Metcalf replied that this would be an entirely practicable and proper procedure: all that would be necessary would be for Crerar to place an order for complete coverage in chemistry with all Farmington Plan agents. Such a procedure, he observed, had been contemplated almost from the beginning of our Farmington discussions.

Mr. Miller requested that the chairman of the Farmington Plan Committee be prepared to give a breakdown of expenditures at the next meeting.

Mr. Metcalf raised again the old question of classification and assignment. He expressed the view that our classification is now too finely divided, and more particularly that very real difficulties are presented to some Farmington Plan libraries where there are no catalogers equipped to handle some of the less common foreign languages. He queried whether it would not be better to have the "minor-language" countries (regardless of subject) divided among a half-dozen libraries rather than 50, and whether we should not seriously consider a greater concentration of Farmington Plan materials, regardless of language, in a more limited number of libraries. He felt that these were questions which should receive careful consideration at a later meeting. Mr. Coney expressed the view that this reconsideration should come soon; and on his motion it was voted that the Farmington Plan Committee be instructed to present at the coming summer meeting a revised classification, with simplification and consolidation of subjects for assignment to libraries.

Mr. Metcalf urged that suggestions and counsel with respect to this difficult problem be sent him in writing within the next few weeks.

Mr. Nyholm observed that the assignment of Farmington Plan responsibilities to libraries partly by country (and language) and partly by subject seemed to him dangerous. The decisive fact, it appeared to him, was not whether a library had catalogers competent to handle a particular language but whether it had readers competent to use the materials acquired.

#### *Protection of Library Materials in the Event of War*

Milton Lord reported briefly on a plan of the American Association of Museums to approach the federal government with a request that regional shelters be provided in suitable locations in various parts of the country which could be used by the institutions of the areas in which they were located. He said that he had been asked to find out whether the national library organizations would be interested in supporting the Association of Museums in making such an appeal to the federal government. He indicated that he was in touch with both A.L.A. and A.C.R.L. with respect to this matter, and he spoke particularly of the interest of Mr. Hamlin, executive secretary of A.C.R.L. Mr. Clapp suggested that the appropriate action would be for A.R.L. to reinforce the positions of A.L.A. and A.C.R.L. He then moved and it was voted that the executive secretary be directed to keep in touch with both A.L.A. and A.C.R.L. with respect to this matter and that he be empowered to appoint a committee to deal with it if that should be deemed necessary.

Mr. White commented on the unwisdom of throwing up temporary structures in time of war or crisis and urged that an effort be made to treat the situation in which we find ourselves as an opportunity for constructive long-range planning.

#### *The Use of Manuscripts by Visiting Scholars*

James T. Babb, chairman of the committee on this subject, presented the report which had been circulated to members in advance of the meeting. He explained that his committee was not unanimous, one member objecting that the report, in spite of a number of alterations since it was first drafted, was still not sufficiently liberal. He added that it was his

committee's view that if and when the report was finally approved by the association it ought to be published.

Mr. Clapp remarked that at the Library of Congress the report was generally regarded as excellent but that he himself had questioned the use of the word "qualified" as applied to the user of a manuscript and that he felt that the question of copyright had not been sufficiently taken into consideration. On Mr. Clapp's motion it was then voted that the report be approved as a provisional statement but that final approval be deferred for further consideration by the committee and by the next meeting of the association.

#### *Library Privileges and Fees*

Mr. Metcalf, chairman of the committee on this subject, said that though he had been in correspondence with the members of his committee he was not yet ready to submit a report. He reviewed the reasons which had led to the raising of the question, viz., the pressure on the larger libraries by people with no institutional connection, the possible relationship of the question with the Farmington Plan and other cooperative projects, and especially its possible relation with the problem of regional libraries. He said that the matter had been considered at some length by the Library Committee at Harvard, and he submitted as a basis for reflection and discussion a kind of trial balloon document proposing substantial fees "for the use of a university library by outsiders," viz., \$10 or \$15 for an annual library-privilege card permitting use of books within the building and also the borrowing of 50 books for outside use; \$10 a month, or \$35 a term or \$70 a year for the use of the bookstack, in addition to the library-privilege card (though with free use possible at the discretion of the librarian for as long as one week as often as twice a year); and, finally, a fee of one dollar per volume for interlibrary loans. He made it clear that while the use of the Harvard Library by visiting scholars, as well as interlibrary loans from Harvard, had been felt in some quarters to be a perhaps unjustifiable burden, Harvard would be most reluctant to inaugurate a fee system unless the matter had been fully discussed and approved by the association. He invited comments by all A.R.L. members.

*Committee on Bibliography (Formerly Committee on Indexing and Abstracting)*

Mr. Shaw, chairman, presented the report of this committee which had been previously distributed to the members of the association. He noted its earlier history when it had led in a struggle with the H. W. Wilson Company on the subject of the so-called service basis of pricing. He said that he proposed to change the point of emphasis and devote principal attention hereafter to reporting any unusual developments in the field of bibliography. He indicated that action would be proposed only if some issue should arise which seemed to call for a positive stand by such a body as A.R.L.

Upon motion it was voted that the functions of the committee be changed in accordance with its own recommendation.

*Committee on Serials in Research Fields*

Mr. Downs presented a brief report on behalf of the chairman of this committee, C. H. Brown. The report commented on the somewhat chaotic price situation which has arisen from inflation, currency devaluations, etc., and which makes it extremely difficult for budgets to be met and the flow of periodicals over the scholarly world to be maintained. It pointed out that the cost of periodicals in the U. S. had not risen in proportion to the general rise of prices in this country since 1940, but noted also that library budgets for this class of material had not increased in accordance with the general advance in the price level. Finally it noted the added burden that has arisen from the fact that binding costs for many libraries have practically doubled.

Mr. Downs then emphasized the points of Mr. Brown's report by referring to a study of between five and six thousand subscriptions at the University of Illinois Library which during the years 1949 and 1950 showed an increase of approximately 40 per cent in subscription rates. He also noted that since 1946 the University of Illinois annual appropriation for binding had increased from \$26,000 to \$50,000 and said that a further increase was in prospect with the new biennial binding contract this coming July 1.

*Publication and Distribution of Theses*

Mr. Ellsworth presented a communication from himself and Mr. Coney on this subject which had recently been sent to most members of the association. He reviewed the history of the development of their proposal which he said had grown out of pressure from the graduate school of the University of Iowa. He expressed the view that a point had now been reached at which pretty general agreement might be hoped for on what he believed to be a constructive plan. He therefore requested that this subject now be made an A.R.L. matter and be placed in the hands of a committee for further study. He hoped that definite recommendations might be brought before the association at its next meeting. Upon motion it was voted that Mr. Ellsworth's request be granted. The executive secretary acted immediately and appointed the following committee: Ralph E. Ellsworth, Donald Coney, Robert Miller.

*Postal Rates*

Mr. David reviewed his recent negotiations with the postal authorities, as a result of which the University of Pennsylvania Library had had its library book rate privilege restored in interlibrary loans. He noted that the decisive point had been not that the university was an organization "not organized for profit" but that it pursued such liberal policies as to make it almost the equivalent of a public library. He expressed the view that other libraries which were not state or public in the full sense of the terms should be able to enjoy the same privileges, provided they were pursuing policies as liberal as those which he had outlined in his communication to the postal authorities.

Mr. Clapp then referred to a report which he had recently had sent to members concerning a threatened sweeping increase in parcel post book rates. He said that the Book Publishers Council was working with A.L.A. and others on this matter. He moved and it was voted that the executive secretary be directed to keep in touch with the executive secretary of A.L.A. in order to give whatever cooperation might be desired.

### *Mobilization of Resources of Research in Libraries in Time of Crisis*

The executive secretary noted that the Librarian of Congress had recently written him concerning a number of problems which might well claim the early attention of this association. Of these he had selected the more important and asked to have preliminary reports from the Library of Congress upon them sent to members. Of the problems thus singled out the most important was without doubt that of the mobilization of our library resources to meet national needs in this time of crisis. With respect to this, the Library of Congress had urged the early appointment of a committee of the association with broad powers to act in making studies and in representing the research libraries in negotiations with foundations and with federal officials and agencies; it had also indicated a willingness to contribute to the fullest extent possible (toward a secretariat and toward other expenses of the committee) in order to enable it to meet with necessary frequency and to dig deeply and realistically into the problems before it.

In discussing the proposal Mr. Clapp suggested the importance of examining the experience gained during the last war and of maintaining understanding contacts with S.L.A., A.C.R.L. and A.L.A. He then moved, and it was voted that a committee be appointed to study the whole subject of the mobilization of our resources and to propose action. The appointment of the committee was left to the judgment of the executive secretary in conference with the Advisory Committee.

### *Cooperative Acquisition of Nontrade Publications*

On this subject also the Library of Congress had distributed a memorandum to the members. However, noting that time was lacking for the consideration of so complex a matter, and also noting its logical relationship with the Farmington Plan, Mr. Clapp moved that it be placed on the agenda for the next meeting. The motion was carried.

### *Cooperative Action in the Filming of Unique Research Materials Abroad*

This was another subject on which the Library of Congress had distributed a brief report. Mr. Clapp remarked that a suggestion

had recently been made that the large libraries make annual contributions to the support of a cooperative project of filming abroad, or alternatively that they agree among themselves to undertake to film the files of certain important periodicals.

Mr. Evans, though the principal advocate of an important microfilming operation abroad, recognized that some further delay was necessary. It was accordingly voted on his motion that this subject be placed on the agenda for the summer meeting, at which time the Library of Congress would be prepared to lay before the association a more detailed proposal.

### *Recent Serial Developments at the Library of Congress*

The Library of Congress reported that in spite of the progress which had been made during the past decade in the way of simplification and consolidation, the problem of serial records, due especially to the enormous increase in the volume of business, still remained in the uppermost category. The contemplated Union Catalog of Serials on Punched Cards cannot be systematically begun until the editing of the Serial Record has been got under way, and this in turn has proved impossible to achieve. As an approach to a solution of the problem the Library of Congress has begun, as of Jan. 1, 1951 to issue monthly *Serial Titles Newly Received*, using in its preparation the procedures developed for a union catalog of serials on punched cards. Copies of the new publication were on exhibition. It was explained that its continuation and also its subscription price would depend upon the number of subscriptions received. It was suggested that if the new publication were sufficiently well received and supported there was the hope that it could be expanded to include reports of new titles from other libraries.

### *Representation of A.R.L. on the American Standards Association Committee Z-39*

The executive secretary announced the appointment of Herman Fussler to represent the association on this committee.

The meeting adjourned at 10:15 P.M.—  
*Charles W. David, Executive Secretary.*

## News from the Field

### *Acquisitions, Gifts, Collections*

City College of New York acquired the Russell Sage Collection in July 1949. This collection, comprising the major part of the Library of the Russell Sage Foundation, contains approximately 35,000 bound volumes and 100,000 unbound items. It represents an outstanding collection of materials on social welfare and allied fields. Professor Jerome K. Wilcox, librarian of city college, has announced that the collection is available for reference use by students and the general public.

Columbia University recently donated 600 volumes from its duplicate collection to Harpur College, a unit of the new State University in Endicott, N. Y. The gift served to commemorate Robert Harpur, who in 1783 was appointed librarian of Kings College (Columbia's name in Colonial days).

The gift from the Columbia libraries to Harpur College includes duplicate copies of standard reference works and other volumes needed by the newly-created unit of the State University of New York.

Early in the year the Library of Congress received 12 albums of recordings, by 54 of the world's great musical artists, as a gift from RCA Victor. The records reproduce 120 selections ranging in date of origin from 1904 to 1937. Artists represented in the albums include Enrico Caruso, John McCormack, Ernestine Schumann-Heink, Sergei Rachmaninoff, Mischa Elman, Fritz Kreisler, Rosa Ponselle and Maria Jeritza.

Williams College, earlier in the year, received an unusual collection of Daniel Press books in accordance with the will of the late Carroll A. Wilson (Williams '07). The founder of the press, Dr. Charles Henry Olive Daniel, was in turn tutor, bursar, dean, vice-provost, and, from 1903 to 1919, provost of Worcester College, Oxford. Mr. Wilson spent several years at Worcester after his graduation from Williams. He developed an interest in the work of the Daniel Press and began assembling its imprints. The Daniel Press, primarily a family affair devoted to printing the works of Dr. Daniel's friends, became famous for the quality of its

work. Many poems by Robert Bridges were printed by Dr. Daniel for the first time. These and first editions of poems by Laurence Binyon, Henry Patmore, F. W. Bourdillon and others were to be printed by Dr. Daniel. Editions never exceeded 200 copies and consequently many of the items are exceedingly rare. The Chapin Library at Williams now owns practically every item printed by Dr. Daniel, including three of the earliest and very rare items printed at home before he became a scholar at Worcester College.

In February, Yale Divinity School received a gift of more than 5000 carefully selected volumes on the philosophy of religion and philosophy. These volumes formerly composed the library of the late Reverend Douglas Clyde Macintosh, who was a member of the Yale faculty for over 30 years. Reverend Macintosh spent his academic life applying the methods of science to the study of religion. The collection is centered around the philosophy of religion, philosophical theology and Christian theism of the nineteenth and twentieth centuries, as well as the literature of sectarian and ethical culture groups of the twentieth century.

Part of the famous Harmsworth Collection has been acquired for the University of California's William Andrews Clark Library. Some 1500 volumes in the field of seventeenth century Protestant theology were purchased by Dr. Lawrence C. Powell, U.C.L.A. librarian, now in London on a Guggenheim fellowship.

Dr. Powell, who has purchased a total of 5000 books for the Clark Library since last September, wrote from London that "this is a major purchase." The books are part of a large library acquired during a lifetime of collecting by the late Sir Leicester Harmsworth of London. Since his death in 1930, parts of his huge library have been purchased by libraries all over the world. Dr. Powell discovered the 1500-volume block of Harmsworth theological books in a Newbury shop that overlooked the old wool market. They consist chiefly of rare volumes published in England and Scotland from 1640 to 1700.

"Such books are rapidly disappearing from the market and we are fortunate to have ac-

quired so many," Dr. Powell wrote. "No true picture of intellectual life in seventeenth century England can be drawn without them."

A gift of six first editions of sea stories by James B. Connolly has been given to the Harvard College Library by James A. Healy of New York City.

A valuable collection of Hebrew history and literature, consisting of nearly 3000 manuscripts and books from the library of the Amsterdam collector, Felix Friedmann, have been purchased for the Harvard Library by a group of alumni interested in Hebrew studies.

The collection includes an early manuscript of a treatise by Maimonides and books printed in the early days of printing (before 1500), as well as selected volumes of history and literature from the sixteenth, seventeenth and eighteenth centuries.

The Friedmann collection includes several items not previously available to scholars in the United States, and represents an important addition to the extensive collection of Hebrew works which has been assembled at Harvard during 300 years.

The Folger Library, according to its director, Dr. Louis B. Wright, plans a series of constantly changing exhibits to illustrate significant intellectual and social movements. "The public does not generally realize," he declared, "that the Folger Library has one of the most important collections in America for the study of western civilization." Lectures which will illuminate the history of western culture will be provided from time to time in the Folger lecture hall. Within the last two months more than 2000 rare books, pamphlets and tracts illustrative of social history have been added to the Folger's collections.

*Temple University Conferences, Curricula, Scholarships* has announced that the Temple University Ninth Annual

Reading Institute will be held in Philadelphia from Jan. 28 to Feb. 1, 1952. The theme for the institute program has been announced as "Prevention and Correction of Reading Difficulties." Those interested in securing advance information should write to Dr. Emmett A. Betts, The Reading Clinic, Temple University, Philadelphia 22, Pa.

The University of Southern California has announced four University Library Service Scholarships for the academic year, 1951-52. Each scholarship covers full tuition for the professional program in library science. Application blanks and further information may be secured from the assistant director, School of Library Science, University of Southern California, Los Angeles 7.

*The Library of Congress Publications* has published the fifth title in a series of surveys on intellectual life in Germany. These surveys were made possible by a grant from the Oberlaender Trust, Philadelphia. *Political Parties in Western Germany* examines the origins and development of political parties in Western Germany and describes the attitudes these parties have taken to current world issues. Libraries and research organizations may acquire a copy by writing the European Affairs Division, Library of Congress, Washington 25, D. C.

The Library of Congress has issued a pamphlet titled *The Rare Books Division, A Guide to Its Collections and Services*. The pamphlet, prepared as a guide to those interested in using the rare book room, traces the history of the collection from modest beginning to present greatness. The pamphlet may be purchased from the Government Printing Office, Washington 25, D. C. for 60¢ per copy.

The Chicago Undergraduate Division of the University of Illinois Library has published, in response to numerous requests from students, a mimeographed article, "The Dewey Decimal Classification." Primarily designed as a library aid to students, the article reviews, briefly, the strengths and weaknesses of the Dewey system and includes a simplified numerical outline and brief alphabetical subject index considered useful for purposes of informal browsing in the undergraduate division library.

The *Junior College Journal* for February 1951 contains "A Survey of the Services Performed by Libraries of the Junior Colleges of Washington in the Field of Audio-Visual Materials," by Edgar R. Larson. Mr. Larson is on leave of absence from the Library of Congress while serving on the faculty of the army-sponsored library school for the

Japanese in Japan.

*Many Librarians Needed in Expanding Program* is a folder prepared by the Recruiting Committee of the Library Extension Division of the American Library Association and printed by the Sturgis Printing Co. The folder contains nine photographs of library service in action and highlights the facts about librarianship as a career in county and regional libraries and library extension agencies. The committee recommends that library extension agencies make this pamphlet available to high school and college students through vocational counselors, librarians, groups of parents and young people themselves. Libraries interested in acquiring the folder for distribution are directed to place orders with Sturgis Printing Co., Inc., P. O. Box 552, Sturgis, Mich. The price is \$5.00 per hundred copies.

The Committee on Administrative and Faculty Status of the Texas Library Association, W. L. Williamson, chairman, College Library Division, has prepared and printed a two-page statement titled, "Administrative and Faculty Status of College Librarians in Texas." It reviews briefly the college library in relation to instruction, responsibilities of the college librarian and his present "ambiguous" status and closes with four recommendations aimed at improving the status of college librarians in Texas.

Julian Boyd, librarian of Princeton University, is the author of "The Librarian Reports to the President," in *Southern University Conference, 1950, Proceedings, Reports, and Addresses*. This provides an excellent statement concerning the work of the university librarian.

Kurt Schwerin, head, foreign and international law sections, Law Library, Northwestern University, is the author of "International Bibliography and Similar Services for Criminology," *Journal of Criminal Law and Criminology*, September-October 1950.

*The Quarterly Journal for Speech* for February 1951 contains two articles under the general heading, "What We Expect of a Book Review." These are "From an Author's Point of View," by A. Craig Baird, of the State University of Iowa, and "From a Reader's Point of View," by Gladys L. Borchers, of the University of Wisconsin. Librarians will be interested in these analyses of the tech-

niques of good book-reviewing practice.

Walter V. Bingham is the author of "How to Make a Useful Index" in the *American Psychologist*, January 1951.

A microfilm edition of American Catholic directories covering the period 1817-79 has been published by the Catholic University of America Press, 620 (DM) Michigan Avenue, N. E., Washington 17, D. C. This edition, which may be purchased in its entirety for \$100 or by separate reel for \$15 per reel, provides source material for scholars interested in the histories of dioceses, the development of Catholic education, the growth of Catholic charities and other movements.

Unesco has issued *Study Abroad, International Handbook: Fellowships, Scholarships, Educational Exchange* (Vol. III, 1950-51; 307p., Columbia University Press, price \$1.25). The volume provides detailed information regarding opportunities for study in foreign countries.

The Library of Congress has issued *A Guide to the Microfilm Collection of Early State Records*, prepared in association with the University of North Carolina and compiled under the direction of William Sumner Jenkins; edited by Lillian A. Hamrick (800p., \$5.00 a copy). The guide may be ordered from Library of Congress.

Earl J. McGrath, U.S. Commissioner in Education, has issued *A Report on an Administrative Survey of the U.S. Office of Education of the Federal Security Agency*, October 1950. This report, made by the Public Administrative Service, has been the basis for the reorganization of the Office of Education.

Several more recent items in the useful *Departmental and Divisional Series* of the Library of Congress include: No. 11, "Loan Division;" No. 12, "Hispanic Foundation;" No. 13, "Processing Department Office;" No. 14, "General Reference and Bibliography Division;" No. 15, "Map Division;" No. 16, "Music Division;" and No. 17, "Manuscripts Division." Nos. 11, 12, 13 and 16 are 25¢; No. 14, 35¢; and Nos. 15 and 17, 30¢. Order from Card Division, Library of Congress, Washington 25, D. C.

*The Catholic Booklist, 1951*, edited by Sister Stella Maris, O.P., for the Catholic Library Association, has been issued by St. Catharine Junior College, St. Catharine, Ky. (88p., 65¢). This is an annotated bibliog-

raphy, for the most part Catholic in authorship and subject matter.

Princeton University Press, which is the publisher of the volumes produced by the Princeton University Marine Corps History Project, has issued *The U.S. Marines and Amphibious Warfare: Its Theory, and Its Practice in the Pacific*, by Jeter A. Isely and Philip A. Crowl (1951, 636p., \$7.50). The authors had complete access to operation plans and battle reports. This is not an "official history," however, and the authors have had freedom to comment on and evaluate historical events.

Antoinette Ciolli is the compiler of "Subject Index to Chapter Headings in *The Cambridge Medieval History*," issued by the Reference Division of the Brooklyn College Library (1950, 13p., apply).

The Philosophical Library has published *The Hebrew Impact on Western Civilization*, edited by Dagobert Runes (1951, 922p., \$10.00). This is a symposium which deals with the "creative and cultural influence" of Jews in various fields of modern civilization. Seventeen writers, including non-Jews, have contributed to the volume. A detailed index is included.

The Bibliographical Society of the University of Virginia has issued *Studies in Bibliography, Papers of the Bibliographical Society of the University of Virginia*, Volume III, 1950-51, edited by Fredson Bowers (306p., \$5.00; free to members). This volume is as impressive as the first two of the series and includes a variety of papers prepared by bibliographers, English professors from several institutions, a bookbinding expert, librarians and others. R. C. Bald, for example, has written of "Editorial Problems—A Preliminary Survey," while Rollo G. Silver has contributed "Printer's Lobby: Model 1802." The bibliographer will find here such papers as "Shakespeare's *Troilus and Cressida*: The Relationship of Quarto and Folio," by Philip Williams; "Some Relations of Bibliography to Editorial Problems," by Fredson Bowers; and such specific studies as Atcheson L. Hench's "Printer's Copy for Tyrwhitt's *Chaucer*," and Franklin B. Batdorf's "An Unrecorded Early Anthology of Crabbe." Rudolf Hirsch, Lucy Clark and Fredson Bowers have compiled "A Selective Checklist of Bibliographical Scholarship for 1949."

a most useful listing which is intended as a regular department of the *Studies*. The Bibliographical Society of Virginia is to be congratulated on its efforts to keep bibliographical research at a high level. The physical format of the volume itself is excellent. Librarians and other scholars should support the program of the society.

*The Papers of Thomas Jefferson* (Princeton University Press) has now gone into its third volume (1951, 672p., \$10.00). This volume covers the period from June 18, 1779 to Sept. 30, 1780, and "embraces somewhat more than the first-half of Jefferson's two-year service as governor of Virginia." Most of Volume III relates to military matters. It also contains exchanges with the British and German officers interned at Charlottesville, with Jefferson's Italian friends Mazzei and Fabbroni and with D'Annour, the first French consul in Virginia. It includes the only letter written by Mrs. Jefferson known to survive and the beginnings of Jefferson's correspondence with James Madison and James Monroe.

Harry F. Williams is the compiler of *An Index of Medieval Studies Published in Festschriften, 1865-1946, with Special Reference to Romanic Material* (University of California Press, 1951, 165p., \$4.00). The volume includes material on the art, customs, history, language, literature and science of Western Europe from about the fifth century to the first years of the sixteenth century. The index lists some 3000 essays in many European languages which have been published in single volumes or in issues of learned journals dedicated to individual scholars. An alphabetical index of more than 500 Festschrift volumes, arranged according to the names of the persons honored, is provided. This should prove to be a useful source of information to what is generally elusive material.

The Army Medical Library has issued "The Pituitary-Adrenocortical Function: ACTH, Cortisone and Related Compounds," a bibliography compiled by Karl A. Baer and Marjory Spencer, with the assistance of Paulyne Tureman and Stanley Jablonski (1950, 360p.). According to a statement by Lt. Col. Frank B. Rogers, director of the Army Medical Library, this is the first of a group of bibliographic publications on special

subjects which the library hopes to make available to the medical community. The bibliography is arranged alphabetically by subject on the basis of the literature in the field. It represents an impressive effort to provide information in a field in which there is active research.

John C. Bushman and Ernst G. Mathews are the compilers of *Readings for College English*, an anthology published by the American Book Company (1951, 58op., \$3.50). The 96 selections have a wide range of interest and illustrate many techniques, styles and purposes.

#### The School of Librarianship on the Berkeley campus of

the University of California has moved to enlarged quarters in the university library early this year. This is the first time in the quarter-century since instruction in librarianship was placed on a graduate basis, that the school has had an increase in space, according to Dean J. Periam Danton. The new quarters, remodelled and modernized, will make possible an increase of about 12 per cent in student enrolment, provide a doubling of faculty office space and an increase of approximately 300 per cent in reading room space.

A new trade publishing division has been added to Exposition Press. Its name is "Exposition Press Banner Books" and it issued a list of 6 books during the spring and expects to issue a minimum of 10 titles in the fall. The firm is located at 386 Fourth Avenue, New York, and is now soliciting manuscripts of a trade nature for its future publishing schedule. Manuscripts by unknown as well as by established authors will be considered. Copies of *Expositions' Banner Catalogue* are available upon request.

J. Zuckerman, acting head, Rehabilitation Service, Unesco, 19 Avenue Kléber, Paris XVI, has submitted the following statement on the validity of Unesco coupons:

"The validity of all Unesco Coupons (for books, films and scientific material) has been extended for an indefinite period. All Cou-

pons at present in circulation, irrespective of their date of issue, will remain valid until such time as Unesco recalls them by public announcement, allowing a six-months' interval for the return of the coupons.

"Unesco has now issued a new comprehensive coupon, which can be used for the purchase of publications, films and scientific materiel, and which will replace the old 'book,' 'film' and 'scientific materiel' coupons. A statement concerning the extended validity of coupons is included in the text of this new 'Unesco Coupon,' but it is emphasized that the same validity terms are applicable to all coupons at present in circulation, irrespective of their date of issue."

All editorial work and composition for the *Union List of Microfilms* has been completed. The List, revised and edited by the Philadelphia Bibliographical Center, contains approximately 25,000 entries including the 18,400 entries recorded in the Basic List and five supplements issued 1942-46, with the addition of 6,600 new entries submitted from 1946 through June 1949. The single volume, consisting of 1,000 pages, lists the holdings of 197 major libraries and institutions in the United States and Canada. Bound volumes are available at \$17.50 each from the publisher, J. W. Edwards, Ann Arbor, Mich.

A grant of \$28,000 has been given to the School of Librarianship on the Berkeley campus of the University of California by the Carnegie Corporation of New York, for a two-year project in the audio-visual field. Designed to develop a teaching program and teaching materials in libraries, the objectives of the program are: 1) to isolate, identify and develop the content which should be taught to the first-year library school student to enable him properly to promote, organize and administer collections of audio-visual materials; 2) to show how that content can best be integrated with the library school curriculum; and 3) to develop teaching materials for that content. Dr. J. Periam Danton, dean of the school, said that a detailed report at the conclusion of the project is anticipated.

# Personnel

**L** QUINCY MUMFORD, new director of the Cleveland Public Library, received his bachelor's and master's degrees from Duke University and his library training at the School of Library Service, Columbia University. He comes to his position with a background of experience built up in university and public library service.

Mr. Mumford served as head of the Circulation Department of Duke University, 1926-27, and the following year was acting chief of the Reference and Circulation Department. He held several positions at the New York Public Library during the period 1929-45, being executive assistant and coordinator of general service divisions during his last two years of service. In this latter position of executive assistant he had general responsibilities of administration, including personnel, in the main library. As coordinator of general service divisions, Mr. Mumford had charge of general reference service, the main reading room, stacks, photographic service and the theater collection.

In July 1940, Mr. Mumford was invited by the Librarian of Congress to go to Washington for the purpose of reorganizing and coordinating the processing divisions there. He obtained a leave of absence from the New York Public Library for one year and became director of the Processing Department at the Library of Congress in September 1940. In this position he had complete responsibility for a staff of 390. His work included a complete revision of the assignments and relocation of staff; development of a work program; streamlining the flow of work; revision of methods and procedures; temporary classification of duties for the Civil Service Commission; and the appointment and promotion of personnel.

Mr. Mumford participated in the survey which was made of the Library of Congress in 1940. He was a member of the committee which surveyed the Army Medical Library in 1943-44, the report of which has been published. He also assisted in a survey of the technical processes at the Columbia University Libraries in 1944.

He has held a number of important committee assignments in the American Library



*L. Quincy Mumford*

Association, was president of the Ohio Library Association for 1947-48, and president of the Library Club of Cleveland and Vicinity for 1947.

**B**EVERLEY CAVERHILL is the newly appointed librarian of the Los Angeles State College Library, having, on Dec. 1, 1950, succeeded Gordon Wilson as the head of that two-year-old institution. His new position provides an unusual challenge, since the state college is a two-year, upper-division institution, operating coordinately and on the same campus with the city-owned Los Angeles City College. Though his predecessors have done extraordinarily good work, the book collection is still in its formative period. The college itself and the curriculum is rapidly expanding; the administrative, processing, storage and public service operations must be carried on under great pressure and in temporary quarters. In two years the state college has brought together a staff and about 20,000 volumes to serve 3300 upper-division students, in cooperation with the city college library and its lower-division student body of 13,000.

Mr. Caverhill brings to his new job ex-



*Beverley Caverhill*

perience as assistant librarian of the University of Redlands, 1947-50; librarian of Naval Intelligence, 1944-45; and a variety of experience in the University of Oregon Library, the Seattle Public Library and the Enoch Pratt Free Library. Along with his library work he has also taught college courses in the history of the English language and in Scandinavian literature.

He is a graduate of the University of Oregon (1935) and received a master's degree from the same institution (1938). He received his professional library training at the University of California (1942). Among his other affiliations are membership in Phi Beta Kappa, the Society for the Advancement of Scandinavian study and the Library Association (London); he is an active member of the California Library Association. Mr. Caverhill is an author of a paper on the "Survey of the Periodical Publications of College and University Libraries."—Neal Harlow.

**R**UTH H. HOOKER, librarian of the Naval Research Laboratory of the Office of Naval Research, has been appointed to the newly created position of coordinator of the naval libraries. Mrs. Hooker will have the additional duty of Navy Department librarian, succeeding Mrs. Constance D. Lathrop,

who retired last October. Mildred Benton, chief, division of field libraries service of the Department of Agriculture, will succeed Mrs. Hooker as librarian at N.R.L.

Mrs. Hooker organized the library at the Naval Research Laboratory. It has been widely praised as an outstanding scientific research library in the Washington area. Its collections include over 30,000 volumes, more than 600 periodicals and nearly 100,000 documents.

Mrs. Hooker is a graduate of George Washington University, where she also received her training in library science. In



*Ruth H. Hooker*

addition, she attended Kansas University and the University of Southern California.

In addition to being one of the organizing members of the Washington Chapter of the Special Libraries Association, she has held various positions in the national organization, having been president of the association during 1949-50. Mrs. Hooker also holds memberships in the American Library Association, the District of Columbia Library Association and various scientific and technical societies.

**W**ILLIAM BERNARD READY has been appointed to the post of chief acquisition librarian, Stanford University Libraries, effective on July 1. He will direct the work of the Acquisition Division which was estab-

lished in September 1950, and includes Order, Serial, Binding, and Gift and Exchange Sections.

Mr. Ready attended St. Illtyd's College and the University of Wales, and holds the diploma in education of Oxford University and a master of arts degree from the University of Manitoba. After combat service with the

British army in the Middle East he was attached to the library of the British Army University at Perugia. He has since served as instructor of French at the College of St. John, Winnipeg, and instructor in creative writing at the College of St. Thomas, St. Paul. Mr. Ready is also an author of note, especially in the short story field.

## Appointments

Mrs. Corinne Ackley has been appointed serials librarian of the University of Washington Library, Seattle.

Mrs. Maffi L. Albright has been appointed senior cataloger of the Sullivan Memorial Library, Temple University, Philadelphia.

Mrs. Ella T. S. Anderson, formerly assistant librarian of Rosemont College, Rosemont, Pa., has been appointed assistant professor of library science at Drexel Institute School of Library Science, Philadelphia.

Mrs. Jean A. Bien, formerly assistant reference librarian of the Montana State University Library, has been appointed assistant catalog librarian of the University of Denver Libraries.

Carolyn Bliss is now supervisor of technical processes at the Sullivan Memorial Library, Temple University, Philadelphia.

Gladys Boughton is serving as acting director of the University of Washington's School of Librarianship during the temporary absence of Robert Gitler as director of the School of Library Service of Keio University, Tokyo.

John P. Caughlin, formerly on the staff of Allegheny College Library in Meadville, Pa., has been appointed head of the Circulation Department of the Iowa State College Library in Ames.

Ellen Crowley, formerly cataloger and reference librarian at the Wyoming State Library in Cheyenne, became law librarian of the University of Nebraska on Feb. 1, 1951.

Lavern W. Cutler has been appointed director of the Graduate School of Business Library of Stanford University.

Mary Louise d'Auchamp has been appointed librarian of the U. S. Information Library in Copenhagen, Denmark.

Lilli K. Daly has been appointed assistant

professor of library science at the Texas State University for Negroes in Houston.

Betty Jane Delius has been appointed librarian of Bellarmine College, Louisville, Ky.

Sister M. Eone, head librarian of the College of St. Theresa, Winona, Minn., is directing a program offered for the first time at the college leading to a minor in library science.

Walfred Erickson is now research assistant, University of Illinois Library School.

Frederick P. Ford, associate librarian at Parsons College, Fairfield, Iowa, has a sabbatical leave for the second semester of the academic year 1950-51. He will study the integration of the library and the curriculum in a selected group of midwestern college libraries.

Harriet L. Granade has been appointed order librarian of the University of Cincinnati Library.

Mrs. Betty N. Harrison has been appointed cataloger at the Virginia Polytechnic Institute Library.

Ruth Elizabeth Hausle has been appointed serials librarian of Canisius College, Buffalo, N. Y.

Robert E. Kingery, formerly personnel officer of the New York Public Library, was appointed chief of the Preparations Division on Jan. 1, 1951.

John C. Kuhn has been appointed head cataloger of Seton Hall College Library, South Orange, N. J.

Harry E. Kuntz is assistant reference librarian, Purdue University Libraries.

Reverend Jovian P. Lang has been appointed librarian of Quincy College, Quincy, Ill.

Martha Jane Livesay was appointed gifts and exchanges librarian of the University of Kentucky on Jan. 1, 1951.

Warren A. Lusky is librarian, Rocky Mountain College, Billings, Mont.

John G. W. McCord has been appointed assistant chief of the Order Division, Technical Services, Southern Illinois University Libraries.

Dr. Robert E. Moody, a member of the History Department of Boston University, has been appointed director of the university libraries.

Donald Nelson is librarian, Eastern Oregon College of Education, La Grande.

Maurice Nelson is assistant reference librarian, Purdue University Libraries.

Melvin A. Newman, formerly classifier at the Iowa State College Library, has been appointed head of the Circulation Department of the University of Denver Libraries.

Jean Oberlander has been appointed librarian of the University of Maryland's College of Pharmacy in Baltimore.

Joseph T. Popecki has been appointed assistant to the director of libraries, Catholic University of America.

Alice M. Ridenour, formerly on the staff of the University of Idaho Library, has been appointed cataloger at Montana State College, Bozeman.

Louis A. Schulteis has been appointed art and architecture librarian of the University of Denver.

Rollo G. Silver, formerly on the staff of the Peabody Institute, Baltimore, Md., has been appointed assistant professor of library science at Simmons College, Boston, Mass.

Sherman H. Spencer became head of circulation, College of the Pacific Library, Stockton, Calif., at the beginning of the academic year 1950-51.

Reverend David Francis Sweeney, O.F.M., is now reference librarian of the Mullen Library, Catholic University of America.

Alphonse Trezza has been appointed head of the Circulation Department of the University of Pennsylvania Library.

Marie Vera Young has been appointed forestry librarian at Colorado A. & M. College, Fort Collins, Colo.

## Foreign Libraries

According to the *Boletim Radiotelegráfico do Ministério das Relações Exteriores*, No. 1480, March 1, 1951, the President of Brazil has just signed a decree naming Eugênio

Gomes director of Biblioteca Nacional in Rio de Janeiro.

Karl Schwarber, director of the University of Basel Library, died on June 26, 1950.

## Retirement

G. William Bergquist, special investigator of the New York Public Library and chief of its Preparations Division, retired on Dec.

31, 1950, after nearly three decades of service. He won international fame for his relentless pursuit of biblioklepts.

## Necrology

Claribel R. Barnett, U. S. Department of Agriculture librarian from 1907 until her retirement in 1940, died on March 6 after an illness of several years.

Bertha M. Schneider, who was catalog li-

brarian at Ohio State University Library for 38 years, died on Dec. 25, 1950. Miss Schneider was an active member of A.C.R.L. and of other library and professional groups.

# Review Articles

## Public Opinion

*Public Opinion 1935-1946.* Prepared by Mildred Strunk under the editorial direction of Hadley Cantril. Princeton, New Jersey, Princeton University Press, 1951, 1250p. \$25.

Here is a new, basic work of reference for leaders of governmental and voluntary enterprises, historians, social scientists and other students of public affairs and social customs. The Office of Public Opinion Research under the editorial supervision of Hadley Cantril, its director, aided by a Rockefeller Foundation grant, has assembled in this 1200 page (8 $\frac{1}{2}$ " x 11 $\frac{1}{2}$ ") volume the reported results of the first 12 years of the Gallup, Roper and other polling activities. To be more precise, the book under review summarized the published reports, from 1935 through 1946, of those national surveys of opinion by means of interviewing cross section samples of populations conducted by reputable polling organizations in the United States, the British Commonwealth of Nations and most of the European countries outside the Iron Curtain (Brazil is also represented, as well as parts of Czechoslovakia and Hungary before the Iron Curtain dropped completely).

The editors have made no claims to completeness. Local poll results, except for a few special instances, were excluded, as were the numerous surveys of opinion, preferences or tastes carried on as market research, almost none of which are available for publication. But the approximately 12,000 separate survey results contained in the volume probably come near to being 100 per cent of the nationwide opinion polls made and published during these 12 years.

The editors were soundly equipped by experience and training to select and evaluate the poll results for inclusion. In the planning of their undertaking they had the expert guidance of Julian Boyd, Princeton's librarian, and Datus Smith, editor of the Princeton University Press. The resulting organization, arrangement and presentation of the survey results are simple, sensible and admirably suited to reference use. Each survey

report is organized under its major subject heading. The 300 or more major headings are arranged alphabetically to form the body of the text. Since many of the surveys cover more than one subject, secondary subjects are also identified by a very extensive use of cross references appearing in the table of contents. For all headings the Library of Congress subject headings have been employed.

The table of contents is 44 pages in length, follows the alphabetical arrangement of the text, and with its voluminous cross references to major headings serves the purposes of an index as well as an outline of contents. In only one respect does it fail to serve this double purpose: i.e., in its reference of all personal names to the major subject heading, *Persons*. This subject in the text includes 90 separate polls, many of which contain a dozen or more names. Thus whereas the analytical table of contents enables the reader to locate quickly all the surveys of opinion on any subject, whether it be thrift, poll tax, or football, the task of finding the polls which include the names of particular personalities such as Elmer Davis, Clare Boothe Luce or Babe Ruth, requires quite a few pages of thumbing. This, however, is a very minor defect in what otherwise is a logical, practical organization for ready use of a huge mass of material.

The editors indicate that the present volume will be the first of a series covering the survey results of successive five-year periods. Students of opinion may devoutly hope that the reception and widespread use of this first compilation will lead to its continuance. In the meantime there is now available for use during intervening years before publication of the periodic collections the section called "The Quarter's Polls" appearing in each issue of the *Public Opinion Quarterly*. This section is under the editorship of Mrs. Mildred Strunk who was in direct charge of the 1935-46 compilation; the same Library of Congress subject matter headings are used in both; and the form of presentation is identical. With the five-year compilations and these *Public Opinion Quarterly* reports of current surveys for

each four-month's period, the student will have quick, convenient access to the published surveys of opinion on any subject from the beginning of systematic sample surveys of citizens down to the present. As the span of years lengthens during which surveys are reported, the historian or social analyst will have for his use an increasingly reliable index of the complexion, direction, ebb and flow of conscious, expressed opinion on public issues and social interests.

The reliability of the results of the polls themselves is a matter of continued, intensive study by experts in the field as well as by informed and uninformed critics from the outside. The editors of *Public Opinion 1935-1946* do not discuss the methodology employed in the surveys they report, except to indicate the usual sample size employed by each of the polling organizations represented in the volume. For the rest, we are obliged to take on faith the zeal of the pollsters in perfecting their techniques for drawing representative samples of the population, in designing their questions and in their skill and objectivity in conducting their interviews. Whatever may be lacking in the techniques of the poll results reported, the volume contains, as the editors state, "more reliable data than is elsewhere available" for public opinion research. It is truly "an indispensable storehouse of information" on opinion. Every social science reference collection should include a copy.—*Robert D. Leigh, Columbia University.*

## Unusual Reference Manual

*General Reference Department Staff Manual.*  
Prepared by Mary N. Barton and Ellen F. Watson. Baltimore, Md., Enoch Pratt Free Library, 1950, 230p. \$1.75.

A library's staff manual ordinarily makes rather dull reading for an outsider. Desirable as such a tool always is for the orientation of the new staff member in a particular library, and beneficial as may be the results of the necessarily careful re-examination (and often revision!), of procedures and routines that are called for in order to get them down in black and white, the ordinary manual of another library is likely to be rifled through casually and then filed and forgotten in the box marked:

"Manuals of other libraries—to be examined for ideas when making our own."

The present staff manual, however, can hardly be called an "ordinary" manual, and there seem to be reasons for supposing that it may not share the fate of those that are. Certainly no harm would result if parts of this document came to be considered as "required reading" for reference assistants in any library. It would be nice to think that in the preparation of reference manuals for other libraries this one will be less "examined for ideas," than deliberately "used as a model."

Its unusualness lies not primarily in its size, even though (to the best of this reviewer's knowledge) no other library has come near to equalling the more than 200 offset-printed (8½" x 11") pages in a manual for the Reference Department alone. The more usual thing is to find the department's procedures and routines presented on a half-dozen pages in a manual, much smaller than this, covering the work of all departments.

Of much more importance than mere size is the careful thought that quite obviously has been given to this work during its dozen years of preparation—thought that has resulted in a manual not only admirably fulfilling its chief purpose of helpfulness within a single institution, but also one that has led to the inclusion of much material that will be of interest to reference workers anywhere. Some of the book, it is true, is concerned with such characteristically "staff manual" kinds of information as the fact that the revolving date stamp is kept in the drawer below the telephone. Still more of the manual necessarily describes procedures, arrangements, practices and rules which would apply to their entirety to no other library. But along with these things there are sections such as "Attitude toward the reader" (p. 36-38), and the whole of Part VI "Reference work: Techniques and Procedures" (p. 63-86), which are not only so applicable to reference work in general, but also which are so well done that these parts alone might easily justify shelving this manual on the "Professional Shelf" of almost any reference department. Beyond this, it is possible that some of the nearly 40 clearly-reproduced "forms," and some of the well thought-out and fully described routines may suggest to

reference librarians in other places that their own forms and routines are about due for re-examination and possible improvement.

The Enoch Pratt Free Library provides reference service in nine locations—in eight subject departments and in the General Reference Department. It is with the latter only that this manual is concerned, a fact that is unlikely to detract much from its interest for other libraries since "general reference" at Enoch Pratt seems to include the major part of the activities called simply "reference" in libraries not so completely departmentalized.

The manual starts with two sections of introductory material, describing for the benefit of new assistants the function of the General Reference Department and its relationships with the rest of the library, identifying its clientele and giving a brief summary of the department's history.

Part III, "Organization of the General Reference Department," though still directed primarily toward the new assistant, is likely to be worth the attention of others interested in some of the administrative aspects of reference departments. One feature is an interesting listing of 111 "activities" of the department, ranging from the department head's responsibility for planning and directing the work of the group, to the page's daily chore of sharpening and replacing pencils at the public catalog. This may not be a complete listing of the duties of all reference departments, but it is a good beginning! This list supplements a large folded chart in which the hundred-odd activities are grouped to show which are administrative, which pertain directly to services and materials in the General Reference Department, which have to do with services to and relations with other library units, and which are regarded as professional contributions in the field of reference work. The other side of this folded chart presents an organization diagram identifying, by title, the 10 members of the department (including a clerk and a page), and enumerating the duties and responsibilities of each member. After having pointed out the kinds of work to be done, it is logical that a discussion should follow of the qualities and skills needed by staff members, and that some suggestions should be given of ways reference assistants can be helped

to grow and develop on the job.

The next section, on "Physical Layout," includes floor plans of the library, the general reference room, and of appropriate stack areas, with descriptions of the location of certain reference tools and collections.

The useful advice, already mentioned, on "Attitude toward the reader" comes in Part V on "General Policies and Procedures." Here also is a description of the statistics that are kept, an explanation of the uses to which the statistical records are put, and a list of six activities considered by the Enoch Pratt Library as qualifying, for statistical purposes, as "professional aid to readers." There is also a reproduction of the form sheet on which daily statistics are recorded. This material makes an interesting contribution to the perennial questions of what reference statistics to keep, how to keep them and what to do with them after they have been compiled.

The same section of the manual reproduces several other "forms" used by the department. Among the more novel of these are the printed sheets designed to be handed to readers who request kinds of help with which the library can give only limited service—contests and radio quizzes, genealogical research and biographical information about authors. Each form states the library's policy and explains why and in what ways service must be restricted. As a device for helping maintain good public relations, such printed explanations should go far toward assuring the disappointed reader that the refusal of help has official sanction and is not simply the whim of an individual desk attendant.

The value of Part VI to reference assistants in general has been suggested already. This part of the manual, indeed, would not be out of place as a chapter in a textbook on reference work. A few pages discussing search techniques (the advice given is excellent) are followed by a list of suggested readings (including some designed "to give the beginner the 'feel' of reference work and a taste for its stimulating possibilities"). The remainder of this part of the book is given over to describing and listing sources, procedures and techniques involved in handling certain common kinds of questions: advice about encyclopedias for home purchase, book

prices, values of old and rare books (including another printed form describing the limits of service in this connection), bibliographical data about books, quotations, biographical reference questions, addresses of persons and organizations, and book review questions. The pattern followed with most of these is to give some general advice about handling such questions, and then to provide a selected bibliography of useful tools for starting the search.

Subsequent parts of the manual concern service to readers, work at the information desk (staffed by, but physically separate from the General Reference Department), work of the clerical assistant and the page, and a final section on routines connected with certain special kinds of materials. Generously illustrated with reproductions of form cards and form sheets, these later chapters of the manual give even an outsider quite a clear picture of the department's work. In spite of their specific application to the work of an individual library, these final sections are worth at least perusal by other reference librarians both for ideas on ways of handling such common problems as interlibrary loans, photographic copying, special indexes, clippings, maps, documents and the like, as well as for presenting an example of a way these activities can be clearly described.

Eight double-column pages of index provide quick access to all topics discussed or described in the manual.

Without more familiarity than this reviewer has with the library this manual is intended to serve, it is impossible for an outsider to point to omissions of coverage, though in view of the careful planning shown throughout the work it seems unlikely that there can be serious ones. The reviewer's attention, in passing, was caught by the absence of reference to Parker Worley's lists of "Current National Bibliographies" which began appearing in the August 1949 issue of the *Library of Congress Journal of Current Acquisitions*. On page 68 where the Heyl list of "Current National Bibliographies" is cited, some mention of the newer list would have seemed appropriate, but this is a minor matter indeed.

Because of its inclusion of material that should prove of interest to reference workers in many libraries, and as an excellent ex-

ample of what a reference staff manual can be, it is a pleasure to call the attention of C.R.L. readers to this new publication.—*Oliver L. Lilley, School of Library Service, Columbia University.*

## German Publications, 1939-50

*Bibliographien zum Deutschen Schrifttum der Jahre 1939-1950*, von Hans Widmann. Tübingen, Max Niemeyer, c 1951, 284p. 33.00 DM.

Joris Vorstius, in his lucid and comprehensive *Ergebnisse und Fortschritte der Bibliographie in Deutschland seit dem ersten Weltkrieg* (Beitrag 74 of *Zeitschrift für Bibliothekswesen*, 1948) produced an excellent and adequate summarization of German bibliography and documentation, from both a theoretical and a practical viewpoint. He succeeded in going beyond Georg Schneider in either way, not only quantitatively but also deliberately clearing the ground for detailed descriptive publication later. Only two years after this valiant effort we are presented by Hans Widmann, one of the able men from Tübingen, with just such a record of bibliographical titles. Though there is no reference, in the volume under discussion, to cooperation between Vorstius and Widmann, one can only express the wish that the author of this new, painstaking, difficult and in many ways thankless, albeit so necessary work may have been enabled to benefit by the unpublished manuscript of a *Study of Bibliography and Librarianship in Germany since 1933*, already prepared by his colleague in Berlin (Vorstius, *op. cit.* p.1).

At any rate Widmann builds upon Vorstius's *Ergebnisse* in at least two important ways: his starting point was determined as well as the scope of his compilation, which later leads both Vorstius and Widmann beyond Georg Schneider, who excluded special subject bibliography from his *Handbuch*. Both men thus endorse the aims of inclusiveness, though on a national or cultural basis, applied on a much more comprehensive scale by Bestermann and Bohatta-Hodes (see Vorstius's article on "Petzholdt Redivivus" in *ZfB* 1950:413-37).

Widmann has defined his geographic scope in much the same way as had Vorstius, but the latter limited himself to "bibliographies

in Germany," while Widmann tried to answer the question, "Where can bibliographical evidence be found concerning German publications issued from 1939 to 1950?" (p.16), which allowed him to include much material published outside of Germany.

In the introductory chapter, on the scope of his "Überblick," the author discusses and illustrates the difficulties of his undertaking—questionnaires and personal visits played an important role, publishers rather than libraries often had the answers—and again after the 216 pages of bibliographical listing proper, in a "Rückblick und Umblick," he analyzes once more the plight of the scholar and scientist resulting from the political and social disruption of the period. Views and data as published by the author elsewhere (e.g. in *Libri*, 1950) as well as by other authorities, notably Georg Leyh (*Bericht*: 1947, supplemented in the *Deutschland-Jahrbuch*, 1949), Gustav Hofmann and Heinrich Middendorf (in v. 34, 1950, of the *Jahrbuch der Deutschen Bibliotheken*) and by the dean of German bibliographers, Joris Vorstius, in his aforementioned *Ergebnisse*, are further elaborated and extended.

Widmann then summarizes the state of German bibliography and succeeds in showing, how on this background of necessity, German librarians and bibliographers have tried and are trying valiantly to do their part in building anew their shattered world. The necessary threads are established for the reader: the present degree of coverage of an area is shown, gaps are indicated, prospects of future publication discussed, whether it be in the complicated framework of the *Deutsche Allgemeine Bibliographie* (p.16-22), especially after 1940, the date of the last *Fünfjahreskatalog*, or in any of the subject fields, such as Germanistics (p.79-86).

A special chapter is devoted to an extensive review of foreign effort and success in covering German publications of the period under consideration. In some areas the Germans have not succeeded as yet in reestablishing systematic bibliography (e.g. *Oriental Studies*, p.88-93, and *Classical Philology*, p.68-74) and foreign publications are serving instead (Dutch and French in the fields referred to).

In bringing Vorstius up to date and complementing him amply the author has produced indeed a well-documented picture of attainments, which, though necessarily un-

even, nevertheless warrant the modest claims of progress made.

Every reader will heartily endorse Widmann's closing thoughts on the value of bibliography in bridging the gulf between specialists as well as between peoples and that it may succeed better than after the first holocaust of our time in closing the gaps. May the author receive much help in response to his introductory Herder-quotation: "lass es nicht beim Tadel, sondern besere und baue weiter."—*Icko Iben, Urbana, Illinois.*

## Copyright and Librarians

*Literary Property in the United States.* By Ralph R. Shaw. Washington, Scarecrow Press, 1950, v, 277p. \$6.00.

Librarians who have followed the illustrious activities of versatile Ralph Shaw will not be surprised to learn that this present writing is of the same high caliber as his inventing. How he finds time to achieve all of his many accomplishments is something for wonder and amazement. With this treatise, based on his doctoral dissertation at the University of Chicago, Shaw has definitely made a significant contribution to a clearer understanding of the rights of authors from historical, philosophical and practical standpoints.

The book is not a guide for obtaining copyright such as Margaret Nicholson's *A Manual of Copyright Practice* (New York, Oxford University Press, 1945, 255p.), but forms an excellent companion volume to it. The book is not a law treatise for practitioners although such terms as "assign," "license," "prima facie" and "affected with a public interest" are employed without definition. Rather, this work attempts to determine from the American court records just what literary property is; its relation to copyright; what copyright is intended to protect, why, how and for whom; the extent to which these goals have been achieved; and what, if anything, may be done about the situation. An attempt is made to identify all significant problems, stating the extent to which the courts have interpreted each and indicating possible solutions.

Practical minded authors who are experienced with the procedure of the Copyright Office may register a minor objection to Shaw's method of presenting one vital aspect

of copyright law. In his preface Shaw accurately states that copyright is obtained merely by publishing with the proper notice, but then he waits until the sixth and ninth chapters to offer the caveat that certain other requirements are also necessary.

Members of the publishing trade will undoubtedly object with angelic indignation to Shaw's contention that in having the copyright in their name, believing that they "may gain more or get better protection," they do so "at the expense of the author." This stand, along with substantiated examples of confusion in the law, forms the basis for Shaw's proposal to redraft the copyright statute and make copyright the exclusive domain of authors. The reviewers concede that this position may be sound in theory, but from a practical standpoint they query whether any substantial change would be effected in the light of standardized contracts and practices in the trade.

Unquestionably the most valuable portion of the book as far as librarians are concerned is Chapter XVIII which deals with literary property and scholarly institutions. The constantly haunting legal problems of facsimile reproduction, such as by photostat and microfilm, recompiling and the replacement of pages is expertly dealt with in a lucid manner. This chapter in effect reveals one more facet of the classic problem facing libraries with regard to the acceptance or rejection of manuscripts, theses and other materials, namely, exactly what is it that the donor has a right to give in the first place? After perusing the chapter with this aspect in mind, librarians are well advised to re-examine their collections. Some startling discoveries and reactions are assured.

Each of the pithy chapters ends with a summary of its contents, which is useful both as a preliminary survey of each chapter and a final thought provoking reappraisal. The text is well documented although the references are inconveniently placed at the end of the book in a separate section and the term "C.O.B." is constantly used without any indication that it is an abbreviation for *Copyright Office Bulletin*. Bibliophiles and perfectionists may object to the price of six dollars placed on the volume by author-publisher Shaw, pointing out the uneven inking, slick paper and deficiencies in the binding process. Notwithstanding this, the treatise is highly

recommended for librarians and others who believe that it is their obligation to have more than a smattering of the concepts of literary property and copyright law.—*Harry Bitner and Mortimer Schwartz, Columbia University Law Library*.

## Educational Measurement

*Educational Measurement*. Ed. by E. F. Lindquist and published by the American Council on Education. Washington, D.C. 1951. 819p. \$6.00.

This is a comprehensive handbook and textbook on the theory and technique of educational measurement on the advanced graduate level. The volume was planned by the Committee on Measurement and Guidance of the American Council on Education in 1945 to overcome the lack of reference and instructional materials in those universities offering graduate training in educational measurement.

Seventy experts in the measurement field, under the general editorship of E. F. Lindquist, participated in the writing of this volume. The proceeds from the sale are to go into a permanent Measurement Book Project Fund which will be used for future revisions of the work.

The book contains 18 chapters divided into three parts: The Functions of Measurement in Education; The Construction of Achievement Tests; and Measurement Theory. Ample charts, graphs, illustrations and selected references are furnished throughout. For those teacher-training institutions not offering graduate courses in measurement, this work may well find a place in the reference collection to supplement works such as the *Encyclopedia of Educational Research*.—*Irving A. Verschoor, Columbia University*.

## The H. W. Wilson Company

*The H. W. Wilson Company: Half a Century of Bibliographic Publishing*. By John Lawler. Minneapolis, University of Minnesota Press, 1950. \$3.00.

Lawler's *The H. W. Wilson Company* is presumably an example of the growing tendency of historical scholarship to be concerned with the critical analysis of the emergence and development of American commercial and industrial enterprise. But in the pages

of this book one will not find the objectivity and dispassionate appraisal that have characterized many other writings of this genre. On the contrary, here is a panegyric to the honor and success of Halsey W. Wilson, the company he founded and his associates in the undertaking.

Mr. Wilson succeeded in subject bibliography, the history of which is strewn with the wreckage of ill-fated enterprises. Almost the only man who has made bibliography profitable, he created an organization that is characterized by "an innate sense of duty, respect for the company's founder, delight in the challenge of a responsible job, recognition of its opportunities, pride in accomplishment" (p.139). His was a staff that suffered from "a strange disease . . . called the Bibliographical Urge" (p.139), a staff that enjoyed "conditions of work [that were] favorable" (p.140), a "sense of adventure" (p.140), a "policy of welcoming women in a period when prejudice barred them from most business firms" (p.140), an "encouragement of initiative on the part of its workers" (p.140), in short a congenial "family" (p.141).

This reviewer does not wish to belittle the achievements of the Wilson Company, though the author himself almost does as much by the very excesses of his praise. The Wilson bibliographic services are a substantial contribution to the development of bibliographic organization in the English-speaking world, and as such they merit a really serious study based on a solid understanding of the problems of subject bibliography. But the pages before us fail to perform this task.

The work itself is divided into three parts: Part I: *The Past*, in which the librarian who is reasonably familiar with the Wilson services will discover little of importance that is new or significant. Part II: *The Present*, which contains, among other matters, two quite excellent chapters on the compiling of the *C.B.I.* and the periodical indexes, the only part of the entire work that makes any substantial contribution to the informed librarian's knowledge of the subject. The work concludes with a series of appendices that supply listings of the Wilson publications, and a "Note on Sources," which, incidentally, seem to be far more voluminous than was necessary for the execution of the work.—*Jesse H. Shera, Graduate Library School, University of Chicago.*

## College Fund-Raising

*Fund-Raising for the Small College.* By Edward L. Hawthorne. New York, Columbia University, Teachers College, Bureau of Publications, 1950, 251p. \$3.00.

This book should be required reading for every college president and his chief officer in charge of fund raising. Here, in slightly over 200 pages, Mr. Hawthorne presents a first-rate analysis of the problems that are involved in financing the small colleges of this country.

While the general statistics and information on philanthropic giving will certainly prove instructive, college officers are urged to study carefully the last two sections which deal with the various considerations that must be taken into account in developing a financial program for a small college.

The writer has correctly stressed the importance of preliminary planning and organization. Too many college fund-raising programs have started on the assumption that there is nothing much more to do than to ask for money. This book shows how imperative it is to make a careful analysis of the public from whom the funds are to be solicited, the importance of preparing this public for a request for funds and the organization necessary to make such a program a manageable one.

Mr. Hawthorne has not confined himself to generalizations of fund raising but presents a bill of particulars on the best way to go about it. To those who are just starting a fund-raising program, a careful reading and rereading of this book is strongly recommended. Those who have already had some years' experience will wish that they had had an opportunity to read it before they started their endeavors.—*James A. Perkins, Carnegie Corporation of New York.*

## Texas A. and M. Survey

"Report of a Survey of the Library of the Texas A. and M. College October, 1949 to February, 1950." By Robert W. Orr and William H. Carlson. College Station: Texas A. and M. College, 1950, 167p. (Mimeographed).

The surveys of land-grant college libraries continue to add to our information concerning an important arm of librarianship in the

United States. The recent surveys of the libraries of the Alabama Polytechnic Institute and of the Virginia Polytechnic Institute reached conclusions which are similar to those arrived at by Orr and Carlson for Texas A. and M. A recommendation, common to the other surveys, reached by the surveyors is as follows:

If the library is to give effective support to resident instruction, research and extension education, the book collections, especially scientific and technical journals in the basic and applied sciences, will have to undergo substantial development. A greatly augmented staff, some of whom would possess training in science and foreign languages, will also be necessary. Moreover, a library building that is larger and more functional than the Cushing Memorial Library building must be provided. Not until these needs are satisfied will the library be in a position to provide the publications, the services and the facilities that are required for the library program needed at Texas A. and M. College.

The surveyors have performed a valuable job for Texas A. and M. in outlining a program of development for the future. The methods of analysis used in examining the book collections, the personnel, public services and use, technical services, library building and financial support are not too different from those employed in other surveys of academic libraries with which we are now familiar. However, they are specifically directed at Texas A. and M.'s peculiar problems.

The surveyors recognize the great strides that are being made in the educational and research programs of land-grant colleges. Texas A. and M., like other similar institutions, "has long since advanced beyond the original Morrill Act assignment of instruction in agriculture and the mechanic arts." Its increased research program, stimulated by the Hatch Act, has resulted in greater demands upon the library. In addition, the growth of the Graduate College has made it essential for the library to provide resources and facilities on a more advanced level.

In order to correct the deficiencies of its library program, Texas A. and M. will need a substantial increase in its budget. The surveyors suggest an increase from the 1949-50 budget of \$137,864.55 to \$249,440. Actually, this represents approximately 2.95 per cent of the total general and educational expenditures.

Since funds, wisely spent, are necessary for a library enterprise to function effectively, it may be worth noting that from 1933-34 to 1949-50, Texas A. and M. allocated sums to the library which ranged from 1.09 to 1.69 per cent of the total expenditures, with the appropriation for 1938-39 reaching a high of 1.92. A large part of the increase is recommended for books, but 17 new staff members are proposed, nine professional and eight clerical.

Surveys have proven to be valuable blueprints of procedure to some of the institutions for which they have been made. The extent to which the authorities of an institution will consider serious recommendations and put them into effect is important in the future life of the libraries involved. Texas A. and M. has a carefully worked out program for direct action.—Maurice F. Tauber, *Columbia University*.

## The New *Gutenberg-Jahrbuch*

Volume XXV of the *Gutenberg-Jahrbuch* has just been published as the silver jubilee volume commemorating the fiftieth anniversary of the founding of the Gutenberg-Gesellschaft in Mainz. A particularly handsome book as a physical specimen, it is truly international in character with its text in five languages (German, English, French, Spanish and Italian), each contributor writing in his native idiom. Among the contributors are Dard Hunter, who writes on "Papermaking by Hand in America, 1690-1811," Herman Ralph Mead on the 15 supposedly unique Spanish incunabula in the Huntington Library and Curt F. Bühler on "The Edition of the 'Ditz moraulx des philosophes' Printed at Paris by Michel Le Noir."

The basic purposes of the Gutenberg-Gesellschaft have been stated as research in the history of writing, printing, paper, bookbinding, illustration and other aspects of the graphic arts. In addition to the annual *Gutenberg-Jahrbuch*, the society publishes several smaller works every year. Of particular interest among recent publications are Director Alois Ruppel's "Die Erfundung der Buchdruckerkunst und die Entdeckung Amerikas" (1948) and Helmut Presser's catalog of the Gutenberg-Museum's exhibit commemorating the Goethe Bicentennial, "Goethe und seine Drucker" (1949).

Membership subscription to the society is \$6.00 per annum, a fee entitling each individual member to all publications. Although the *Gutenberg-Festschrift* (i.e., volume XXV of the *Jahrbuch*) is being sold for \$14.27 in the book trade, it is still possible to acquire it as a part of the relatively modest membership fee for 1949-50. Memberships are received by Dr. Aloys Ruppel, director of the society, at Rheinalle 3 3/10, Mainz, Germany (French Zone).—*Lawrence S. Thompson, University of Kentucky Libraries.*

## Subject Cataloging in Germany

*Lehrbuch der Sachkatalogisierung.* Von Heinrich Roloff. Leipzig, Otto Harrassowitz, 1950. xii, 115p.

The problem of subject cataloging is considerably more complicated in Europe than it is in America for the average research library simply because of the age of the holdings and the nature of the cataloging traditions. With a few exceptions, American research libraries began to assume significant proportions only in the latter part of the nineteenth century; and before acquisition rates were stepped up to the present astronomical proportions, widely accepted cataloging codes, classification schemes and subject heading systems had taken hold in America. Precisely the opposite is true in Europe. Moreover, European library systems have never combined attempts to serve scholars as well as the masses, and neither has the European university library ever had to serve undergraduates comparable to ours.

Roloff, librarian of the Deutsche Akademie der Wissenschaften in Berlin, is thus free to describe a multiplicity of practice in this textbook without feeling obligated to set up inflexible standards or condemn apparently clumsy systems which originated in past generations and have been adapted to peculiar institutional needs. He does not offer a "sachkatalogische Kodifikation" such as Hans Trebst demanded in his article, "Der heutige Erkenntnisstand in der Formal- und in der Sachkatalogisierung," *Zentralblatt für Bibliothekswesen*, LI (1934), 449; but he does

present a quite complete survey of current cataloging problems in Germany and a number of points of departure for constructive discussion.

The text is divided into four sections: (1) Historical development of subject cataloging together with definitions and a statement of functions; (2) The problems involved in shelving books (formats; shelving in alphabetical order, by *numerus currens*, by groups, by classification; housing new acquisitions; call numbers); (3) Shelf lists in general and for shelving by *numerus currens*, by groups and in alphabetical order; (4) The classed catalog, with discussions of the basis of classification, a description of various classification schemes (with special attention to the basic decimal classification as well as its variants), the logic of form divisions and subdivisions, the shorthand of notation, prospecti (*rotuli*) and subject indices and classed catalogs as shelflists or as subject guides independent of shelving systems; and (5) The rules for a subject catalog with special attention to the form of the headings, filing and a tentative subject heading code. It is particularly interesting in the latter case to note how many common sense rules for the establishment of new headings transcend linguistic and national differentiation and would seem to be well-nigh universally applicable.

For this very reason it is regrettable that Roloff did not cite practices in English-speaking countries more extensively. Except for the section on the decimal classification little discussion is devoted to routines familiar to us; and of the 85 references in the bibliography, all were printed in Europe. On the other hand, this book grew from lectures in a library school and was intended as a textbook for German students of librarianship; and we can only wonder whether anyone doing a similar book in this country would have given equal attention to the European literature of subject cataloging. Nevertheless, a similar book is needed in English, and when it is published, it should refer frequently to the European practices described by Roloff.—*Lawrence S. Thompson, University of Kentucky Libraries.*

## Proposal for Study of Increased Cost of Serials and Binding

The proposed study is to be undertaken by the Serials Committee of the Association of Research Libraries with the help of other interested librarians and with the cooperation of the chairmen of the Serials Committee of the American Library Association and the Medical Library Association.

A paper prepared by Dr. Jerrold Orne,<sup>1</sup> of the Washington University Library, St. Louis, Mo., presented at the January 1951 meeting of the Serials Round Table, proposed several studies to indicate the increased cost of serials and its effect on library budgets. At the meeting of the Association of Research Libraries, also held in January, a report was presented by the Serials Committee of the Association of Research Libraries together with a supplementary report by Dr. Robert B. Downs which indicated that the cost of serials had increased 40 per cent in the last few years.

The Serials Committee of the A.R.L. is preparing a series of studies showing the unit cost of American, British, German and French serials and the cost of binding for 1950 as compared with 1946 and 1939. It is hoped to obtain reports from different types of libraries.

As an example of the type of studies which we hope will be made, the comparison of the costs of binding for certain years as compiled by Iowa State College is shown below.

"The average cost for binding per volume at Iowa State College shows an increase of 96 per cent for the fiscal year of 1949-50 over that of 1940-41 and an increase of 45 per cent for the year 1949-50 over that of 1945-46. In January 1951 there was an additional increase of 10 per cent over the prices of 1950.

"On account of stiff competition between two firms the prices in 1941-42 were somewhat lower than in previous or succeeding years. In order to give a clearer picture the following percentages based on binding of a 10"-11" periodical have been compiled: 1938-39, Price of Binding 10"-11", \$1.42.

"The increase was 50 per cent in 1945-46 over the price in 1938-39; the increase was 100 per cent or double in 1951 over 1938-39."

Arnold Trotter,<sup>2</sup> University of Illinois, compiled certain figures on the increase in cost of binding during recent years. Illinois was enabled to accomplish a sizeable decrease in the unit cost of binding by a reduction of the processes required of the binder. On an experimental basis the State University of Iowa<sup>3</sup> is substituting in some cases microfilms which will avoid the necessity of binding of individual volumes. The extent to which these economies will, over a period of time, be actual economies remains to be seen. The Serials Committee of A.R.L. will be glad to learn binding economies.

The proposed studies in the cost of serials will include the compilation of both the increases in prices of individual periodicals and increases due to increased number of periodicals purchased. The costs of American, British, German and French periodicals will be compiled separately on the two above-mentioned bases. The cost will be figured from the data available in American libraries only. Libraries in the Sterling area are seriously affected in the purchasing of periodicals by the depreciation of the pound.

It is believed that the increased costs of subscriptions to German publications in 1950-51, as compared with 1946, is due more to the increased number of German serials published in 1951 than to the increase in prices of individual periodicals.

The chairman of the Serials Committee of the American Research Libraries will be glad to receive any suggestions from all interested.—Charles H. Brown, Iowa State College Library.

<sup>1</sup> U.S. Library of Congress. *Information Bulletin*, 10, #6: Appendix, p.19-20.

<sup>2</sup> *Serial Slants*, 1:10-12, January 1951.

<sup>3</sup> University of Iowa Libraries, "News Report," January 1951, p.1.



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